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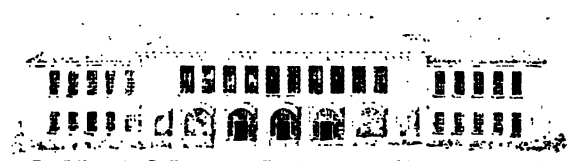
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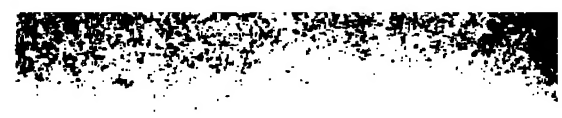

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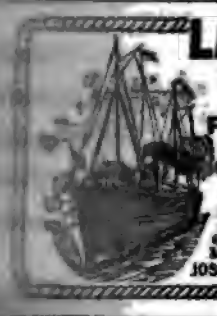

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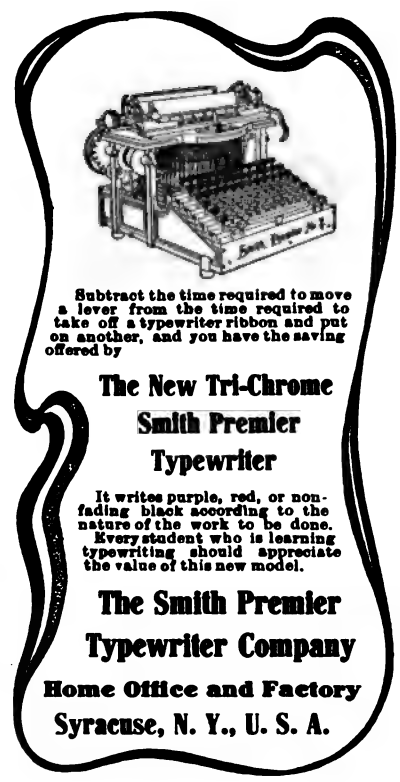

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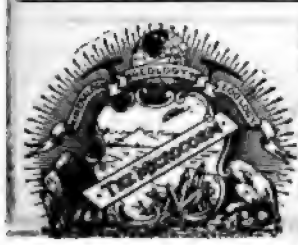

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII. For the Week Ending July 7, 1906 No. 1

OSSIAN LANG, Editor.

The Struggle of the South.

Many people in the North cannot realize the trials and hardships with which the young South has had to contend in the provision of adequate facilities for the training of the young. The destruction of property and the exhaustion of financial resources formed only a small portion of the War's aftermath. The adjustment to completely changed economic and social conditions was a task of infinite difficulty. The realities confronting the people of San Francisco after the earthquake were bitter enough, but the whole world was ready to pour out its sympathy over the city. The South was practically left friendless in its helplessness. The liberation of slaves brought with it the responsibility for the education of a race in an advanced civilization of freemen. The burden was increased by depriving the white men of the disciplinary authority usually accorded to educators. Was there ever placed a more disheartening problem before a people? The pioneer's difficulties are not comparable to it.

Suppose the people of San Francisco had found themselves after the earthquake limited to their own resources; and then had the orphans' asylums and jails of the State thrown wide open and the care for the former inmates of them thrown upon the bereaved city! Is this illustration over-wrought? Ask the people who found themselves with liberated slaves on their hands.

However, everything has worked out well. Only do not let us forget the cost and withhold from the South the credit she justly deserves. If the schools are not yet what they might be when compared with the schools of other sections of the country let criticism be tempered with a thought of the struggle out of which the new South has been born.

It is truly wonderful what progress has been made! But the South cannot yet be asked to do without any further support from Northern philanthropists. There are hundreds of schools to be built and many educational beginnings to be fostered into independence.

Ten years more of wisely organized aid such as the Southern Education Board is extending will put the good work well under way.

While we sing the praises of those who contribute from their wealth to the up-building of the South let a word be said, too, of the teachers. There are many who have cast out of their minds all thought of accumulating money and of living in physical comfort for the sake of being able to spend their lives in helping the young on the way to a better life. There are many who labor in one season to earn enough to permit them to teach the next. There are many who are subscribing for educational periodicals and going to summer schools and county normal schools, at no small outlay of hard earned money, to become more proficient and effective in extending the blessings of education in their native States. There are those who cling to a trying post, with no thought of self, to establish a sure foundation for the future prosperity of their school communities.

* * * * * * * * * *

Let us have a national Appreciation Day to express the thanks we harbor in our hearts to those who most deserve them—the teachers of the young! Let young and old, in North and South, in East and West, join hands and sing their praises!

* * * * * * * * * *

What the teachers of the South have been doing under abnormal hardships the teachers of the North have done with equally high purpose and cheerful heart. Who will help to make Appreciation Day an annual event in every school in the land?

New Jersey Retirement Fund.

Efforts to create dissatisfaction with the new Retirement Fund Bill in New Jersey have completely failed. The Attorney-General has given his opinion that the Bill is constitutional, and the Governor has signed it.

New Jersey has had a Retirement Fund for about ten years which has benefited quite a large number of annuitants, but there has been a growing feeling that the fees are not high enough to secure financial soundness and make sure that annuities will not have to be scaled down. As a result new members have come in sparingly. The annual income is now only equal to the annual expenditure for annuities. It seemed, therefore, that the time was near at hand when annuities must be scaled down to save the Fund from bankruptcy. The new law secures financial soundness by supplying largely increased fees and by providing that new teachers after January, 1908, shall automatically become members, thus adding a thousand or more members each year. This should remove from the minds of present annuitants all fear that their annuities will be scaled down, since the Attorney-General has ruled that present members will participate in all income that may accrue from the new fees as well as the old.

The Bill was framed by a commission of about twenty members from the best educational talent of the State and was approved by them almost unanimously. The Legislative Committee of the State Teachers' Association will take up the matter of amendments in the fall and secure action by the Legislature, when it assembles, to remedy, as far as possible, all defects that criticisms of the Bill may develop. The law is claimed by its advocates to be the best of that nature yet produced, in its safeguards, its financial soundness, and in the extensiveness of its application, since it benefits the teacher in the smallest county district as well as the city teacher.

It is a pleasure to note that Dr. William A. Mowry has been honored by Whitman College, Walla Walla, State of Washington, with the degree of LL. D. Dr. Mowry is known far and wide as an educator and author. He was principal of a famous secondary school in Providence, R. I., for a full quarter of a century; occupied for seven years an editor's chair in Boston; was Superintendent of City Schools, member of the School Board of Providence and of Boston; and has done institute and lecture work in every part of the United States. He received the degree of A. M. from his Alma Mater, Brown University, Ph. D. from Bates College, Maine, and now the LL. D. from a typical New England College in our most Northwestern State.

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School in a Mining Town.

[Special Correspondence.]

By MARY RICHARDS GRAY.

Tonopah, the big mining camp which is the center of the goldfields of the Nevada Desert, has but one school, tho her school census shows that there are 600 children to draw school money. Three hundred of these are refugees from San Francisco who have been pouring in here during the past two months. In September presumably all will enter, that is, if the Nevada Compulsory Education Law is enforced. The teachers now are wondering what they will do with six hundred children when they have accommodations for but three hundred.

Tonopah is barely five years old, yet in January the school was so overcrowded that more than a hundred children were racing the streets. When the new school, a big six-room two-story wooden structure was completed and opened on January 22, the enrollment increased from 160 to 280. All during the year pupils have been coming in. The principal says that not a Monday morning comes around but that there are a few new faces in the ranks. This makes grading and discipline difficult. Under the present organization there are twelve grades,—a receiving room, a primer room, then the eight elementary and grammar grades, and two high school grades, ninth and tenth. Next year there is to be a graduating class. Now it numbers eight. What it will number next June all depends on whether the parents "strike it and move out," "get the fever for gold and move in," or "get discouraged and drop out of the game."

This school, which is the pride of the town, cost $15,000. The furnishings for only six rooms, and plain, ordinary ones at that, amounted to $1,500. There is nothing cheap in Tonopah but sky and air. Lumber is $45 per thousand feet, table board $40 a month, a furnished room of the most ordinary sort without heat and water from $22 to $30. A bag of kindling costs 60 cents, a bag of coal $1.00, etc.

Teachers in the grades all draw the same salary, $105 per month. This seems like big pay, but taking into account the cost of living and that the salary is paid for ten months, only it is equal to about half the sum of places in the East. The principal of the school says that just after the San Francisco disaster he was besieged with letters from teachers asking for places here. Fortunately for them there were no openings. A mining camp for a person on a small salary and without any money besides, is the worst place on earth. Those here who are making money are those who came with money with which to get a start. There is a big field here for a good private school but it will take money to get it under way.

Cosmopolitan cities like San Francisco, Chicago, and New York do not boast a more varied enrollment as regards nationalities, etc., than Tonopah, with its 6,000 inhabitants. Every State and territory in the Union, the Philippine Islands, Canada, Mexico, South America, and half the countries of Europe have representatives in school, to say nothing of there being three Chinese children and two negroes.

The discipline is the one thing which the teachers say has been difficult. With pupils from so many parts of the world, coming *in at* all times during the year, the removal from the old to the new school, and the inordinate desire to make money which has such possession of the people that it permeates the very air, account for this. The children can scarcely wait to get out of school to hatch up schemes for making money. Everybody big enough to toddle wants to be an office boy, sell papers, run errands—anything for ten cents. There is little or nothing reckoned as worth less than the trifling sum of ten cents. Nickels and pennies are traditions of the effete, far-away East. It is ten cents, two bits, four bits, etc. To-day I saw a small girl barely eight years old out running in the hot sun trying to sell a lick of ice cream, brought from heaven knows where, "for four bits, only four bits." All these things do not tend to the quiet, peaceful, nerveless schoolroom atmosphere one likes to find the world over.

The school library is not one we might choose for a more settled place, but is getting more actual use and giving greater benefit than some good ones in more favored spots on the globe. Here it is a case of intensity of application and nothing else. There are the series known as "Masterpieces of History and Literature," "The World's History and Its Makers," "The Twentieth Century Encyclopedia and History," "Heroes of History," and "The Home Circle Library."

The Tonopah school closed on June 8. The teachers who have been here for ten months express themselves ready to get away for the entire vacation. One said that he knew he should spend at least a week out browsing in the meadows and nipping at the trees; that this was the only way he could even up for having been away from grass and trees for so long. There is one rose bush in town, perhaps fifteen trees, and a few apologetic wisps of grass in little carefully-tended plots. These exotics receive almost as much care as the whole of Golden Gate Park and are the most forlorn dwarfed things imaginable. It is a case of the man and his dog. The owners see more beauty in them than anybody else.

THE SCHOOL JOURNAL takes its annual vacation the first two weeks in August. There will be no number published for August 4 or 11.

How New York School Girls are Taught the Housekeeping Arts, under the direction of Mrs. Mary E. Williams.

Leaks in Language.

M. F. ANDREW, Principal of the 25th District, Cincinnati, Ohio.

It is very hard for this generation of teachers to get away from the methods by which they were taught. Most of us remember—not with pleasure—how we were drilled in the conjugation of the verb "love" only to go out and use it in the progressive and interrogative forms, just as all creation had done since the days of father Adam. First and second person were enough, and we cared not one whit for the absence or presence of the third person.

In the same manner we spent days, months, years, and nearly ages, on "noun, com., 3rd, sing., neut., nom.," etc., etc., when most of it was of no earthly value, and the worth of it was such that many a poor boy was driven from his heavenly inheritance, so that it will do him no good.

I repeat, it is hard for those of us who teach now, to get away from the old form of doing, and to get down to the common expressions of life.

For several years I have been working with my teachers to get them into a more rational way of doing the work, and I think we are finding some, at least, of our weaknesses.

In the first place there is far too much written work; a kind of forcing of children to do something with a topic about which they know nothing. We ask them to write on all sorts of subjects upon which they are totally ignorant. One of two things must be done—they must either draw on the imagination or search the cyclopedia, and every teacher knows how unsatisfactory is either one.

My own child in high school came home when in her fourteenth year, with this subject weighing her down—"Early Puritan Writers and their Influence on the History of New England."

She labored long and hard and produced an oration that in the language of her small brother was "great." Another pupil in the second year was asked to write a criticism of Lowell's "Vision of Sir Launfal," and so it goes on ad finem—of many children's high school days.

It is the proper use of language for which we are working, and all the time spent in teaching the subject should be used with this end in mind. We are always in such a hurry to *get over* the course of study, that the real essentials are neglected.

"Care for the little things" should be constantly before us, and the "big things" will come out all right. When a child has something to say and expresses a willingness to share it with his mates, why not let him stand without hindrance, and express it in his own way? The continual criticism that usually accompanies such exercises is a detriment rather than a help.

I fear sometimes that we are making far too much of the reproduction work in school, and when it is all said and done, the results are not commensurate with the energy expended. A story is read or told, and then follows the command "write."

When the papers are called for the teacher finds such a collection of glaring errors that she gives up in despair and does some of the following things: does not mark them at all; or if she does, marks only the most prominent mistakes and returns the papers without comment; or has the papers read in class, and the mistakes talked about, but does nothing further. Many other ways of disposing of a disagreeable task might be named.

Usually classes are so large that the marking of many papers—like the making of many books—has no end.

There are among English-speaking (and writing) people, a few common errors that call for faithful, persistent looking after. I have said this so many times to my own teachers, that some of them think that it has grown to be "fanaticism" on my part and have been calling for the proof of my assertion. I have one present.

In a recent number of *Teachers Magazine* was an Indian legend, told by a negro professor, of Hampton Institute, I think. It was the story of the creation of man, whom God formed of clay and baked in the oven. The real point, of course, was that when He had a red man He looked all over the globe for the best place to put him, and finally concluded that America was the garden spot of the world.

I told the story in detail to the fifth, sixth, seventh, and eighth grades, and asked for a reproduction in writing. For my asking I received 240 papers, and I spent four weeks reading and marking the papers, with these results:

In the fifth year there were 81 papers, with 151 misspelled words, and 297 grammatical errors and wrong uses of words. In the sixth grade there were 64 papers, 31 misspelled words, and 126 grammatical errors. In the seventh grade there were 62 papers, 5 misspelled words, and 66 grammatical errors. Forty papers in the eighth grade had six misspelled words and 83 grammatical errors.

Of the entire number much less than one-sixth of the pupils saw that the story had any point or meaning whatever, and simply made it a mechanical factor in the every-day work.

No child knew while I was telling the story that it was to be given back. It was to them an enjoyable treat, while it was being told, but just so soon as I said "write," it was another affair, and they began racking their brains to recall it just as I had told it. In most cases the recalling was a dismal failure.

Now, has anything been accomplished by this experiment? Most decidedly, I think, if the teachers will profit by it. I have proof indisputable, that the trouble lies just where I have been putting it for years, and our teachers may begin to calk the cracks.

The following list will show the errors that were oftenest repeated: "to" for "too"; "peace" for "piece"; "leave" for "let," and vice versa; "in" for "into," and vice versa; "a" for "an"; "let" for "left"; "look" for "looked"; "come" for "came," and the reverse; "were" for "was"; "it" for "him," and the reverse; "like" for "liked"; "please" for "pleased"; "bake" for "baked"; "color" for "colored"; "their" for "there"; "done" for "did"; "and" for "but"; "sum" for "some" (a curious one); "maid" for "made"; "throw" for "thrown."

These, of course, are not all of the errors, but they seem to be the ones that are in a fair way to put our school-room teaching in ill repute.

THE SCHOOL JOURNAL

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From this office are also issued two monthlies—TEACHERS MAGAZINE ($1.00 a year) and EDUCATIONAL FOUNDATIONS ($1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, $1.25 a year. A large list of teachers' books and aids is published and kept in stock.

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The Need of Supervision in English.

By EVELYN M. WOOD LOVEJOY, Montana.

It is an old adage, that if you would clear the stream, you must go to the fountain. Every one recognizes that the stream of English issuing from our public schools is far from clear. Perhaps more lamentations over poor results in the teaching of this subject fill our educational journals and are heard in conferences, than over any other branch in the school curriculum. It is a good sign, and may the agitation continue until saner and wiser methods shall take the place of those in vogue at the present time.

English is the fountain of all education in the schools of our country. Without the ability to read, without discrimination in thought-getting from the printed page, how far can a pupil progress in mathematics, science, or any other branch of study? Reading comes first in the education of every schoolboy and girl. How they are taught, the power they gain in this direction during the first two years, will largely determine their future progress.

Too often English is construed to mean the mastery of grammar, rhetoric, and a knowledge of literature, leaving out of consideration reading, the most important of all. A skilful teacher listening to a pupil's reading can readily tell whether he understands the construction of the sentence, whether he feels the sentiment expressed, thru quick comprehension of the author's meaning. Take as an illustration the speech of Antony in "Julius Cæsar," where he says, "I am no orator as Brutus is——and *that* they know full well that gave me public leave to speak of him." When the pupil does not recognize that *that* is a pronoun referring back to what Antony has just said, and is used as the object of the verb know, he will read it without emphasis, and miss the point Antony is making.

The learner often fails in arithmetic, geography, or history, because he does not or cannot interpret the statements of the text-book. Teachers are continually amazed at their students' wrong ideas of the meaning of test questions submitted for examination. If in their doubt and confusion the pupils ask about the meaning of certain terms, they generally meet with the reply, "You are expected to know what that means. I cannot explain."

If every teacher, departmental or otherwise, would see to it that the terms which must be used by her classes are mastered as to orthography and meaning, the work of the English teacher would be much simplified.

The great lack in our schools is unity. Courses of study have been multiplied, with a view to correlation and unification. They are helpful, but unless there is close and wise supervision, the teacher of one grade is apt to trespass upon the work of the next higher, to the neglect of the thoro mastery of the subject matter to be covered in her own grade. Thus we find in English the sixthg rade teacher burdening her pupils with matter belonging to the seventh, the seventh ambitious to cover work in the eighth, and the eighth following their example by employing high school methods. The result is lack of thoroness, and complaint from the high school teachers about the inadequacy of preparation in English, which we hear with each beginning class.

The fact to be deprecated is that the complaints are well founded, and the wail travels backward, each throwing the blame on her predecessor.

Laments are cheap and relieve tension, but they lack potency. What we need is a remedy for this state of affairs. Unification of the English course, secured thru wise supervision, is a remedy worth trying. If a supervisor is needed for physical culture, for music, for drawing, even more is a supervisor needed for English. It may be urged that the grade teacher is already burdened with frequent meetings with supervisors, but it is possible to lessen the frequency of such meetings. A supervisor in English is needed, not so much to meet teachers for consultation and direction, as to outline a rational course in that subject for the whole twelve years, with the co-operation of teachers, and to watch the work from the primary grade up thru the high school, and chiefly to see that the grade work in reading, spelling, grammar, composition, and literature is intelligently progressive, that the work of each grade is thoroly done, and that reviews are not neglected. There ought to be as careful gradation in composition and literature, as in technical grammar. Students would not then enter high school with little knowledge of punctuation, unable to tell a dependent from an independent statement, and with so little familiarity with good classics, that the meaning and beauty in "The Lady of the Lake" and "The Vision of Sir Launfal" are as "sounding brass or a tinkling cymbal" to them, because their minds are untrained and unawakened.

Large cities could well afford to try the experiment of English supervisors, and smaller cities could enlist some one of their regular corps. It is not possible for a superintendent or even a principal to give the time needed for such special supervision. Their duties are more general, and in many cases, no doubt, they would not feel competent, or would shrink from so much extra effort.

Let us have direct, efficient supervision of English in our graded schools, and then let these different supervisors get together and agree on some of the essentials, leaving a wide margin for local differences and individual tastes. Such action would not be an entering wedge for a multiplicity of supervisors, for no other object is pursued thru the whole course in the grades, and no other subject is so important. It is the key that unlocks the door of knowledge for the learner.

Books for Home Reading.

Recommended by the Conference on College Entrance Requirements. (Concluded from THE SCHOOL JOURNAL of June 23.)

Macaulay: Essays (Addison, Milton, Clive, Earl of Chatham); Lays of Ancient Rome.
Malory: King Arthur Selections.
Mandeville.
Marco Polo.
Milton: Comus; Il Penseroso; L'Allegro; Lycidas; Paradise Lost (Books I and II).
Montaigne: Selected Essays.
Motley: Rise of the Dutch Republic.
Newman: Idea of a University.
Palgrave: Golden Treasury, First Series.
Parkman: Conspiracy of Pontiac; Montcalm and Wolfe.
Percy: Reliques.
Plato: Apology of Socrates: Phaedo; Phaedrus.
Plutarch: Lives.
Poe: Poems; Tales.
Pope: Essay on Man; Rape of the Lock.
Prescott: Conquest of Mexico; Conquest of Peru.
Reade: Cloister and Hearth.
Ruskin: King of the Golden River; Sesame and Lilies; Selections.
Scott: Abbot; Ivanhoe; Kenilworth; Lady of the Lake; Lay of the Last Minstrel; Marmion; Old Mortality; Quentin Durward; Talisman; Woodstock.
Shakespeare: As You Like It; Hamlet; Julius Caesar; King Lear; Macbeth; Merchant of Venice; Midsummer Night's Dream; Tempest; Twelfth Night; the plays concerned with English history.
Shelley: Selections.

Sophocles: Antigone (Œdipus King (Jebb's or Plumptre's translation).
Spenser: Faerie Queen; (Britomart).
Stevenson: Kidnapped; David Balfour; Dr. Jekyll and Mr. Hyde; Poems; Treasure Island.
Stowe: Uncle Tom's Cabin.
Swift: Gulliver's Travels.
Tacitus: Agricola; Germania.
Taylor: Bayard: Views Afoot.
Tennyson: Poems.
Thackeray: English Humorists; Henry Esmond; Pendennis; Four Georges; Newcomes; Vanity Fair.
Thoreau: Walden.
Thucydides (Jowett's translation).
Trevelyan; Life of Macaulay.
Tyndall: Hours of Exercise in the Alps.
Webster: First Bunker Hill Oration; Plymouth Oration.
White: Natural History of Selborne.
Whittier: Snow Bound; Tent on the Beach; Poems.
Wordsworth: Selections.

Simplified Spelling List.

The "List of common words spelled in two or more ways," published by the Simplified Spelling Board has proved to be an effective argument in the hands of the advocates of simplified spelling. It contains a selection of 300 common words in which the process of stereotyping irregular or anomalous forms has not prevailed and in which, therefore, a choice still lies open between a simple or normal form, and a less simple or anomalous form.

The list is printed for the use of teachers, lecturers, writers, and others who may undertake to promote the acceptance and use of the simpler forms in schools, newspapers, and elsewhere.

English dictionaries have shown a progressive simplification of spellings. The progress since Webster's first quarto edition (1828) has been almost systematic, each dictionary going ahead of its predecessor in the extent of simplification.

Of the 300 simple forms included in the list, more than one-half are preferred by Webster's dictionary, more than six-tenths are preferred by the Century, and two-thirds are preferred by the Standard; while nearly all the rest, except some of the inflected forms (which are often ignored), are allowed by all three dictionaries as alternative spellings, in many cases held equal in authority or superior in etymological accuracy to the form nominally preferred. The result is, in short, that nearly the whole list has the sanction of all the dictionaries current in the United States, either as preferred or alternative spellings.

List of Simple Forms.

Abridgment, accouter, accurst, acknowledgment, addrest, (Spenser, Jonson, Milton, Pope, Fitzgerald), adz, affixt, altho (Bunyan), anapest, anemia, anesthesia, anesthetic, antipyrin, antitoxin, apothem, (better than "apothegm"), apprize (Goldsmith, Miss Edgeworth), arbor, archeology (Skeat), ardor, armor, artizan, assize, ax.

Bans (not "banns"), (Gay), bark (not "barque"), behavior, blest, blusht, (Shakespeare, Burns), brazen, brazier, bun, bur.

Caliber, caliper, candor, chapt, check, checker, chimera, civilize, clamor, clangor, clapt (Bible 1611, Shakespeare, Fuller, De Foe, Lamb, Tennyson), claspt (Stanyhurst, Goldsmith, Tennyson), clipt (Bible 1611, Shelley, Tennyson), clue, coeval, color, colter, commixt, comprest, (Tennyson), comprize (Holland, Florio, Henry More), confest (Milton, Dryden, Pope, Gray, Goldsmith, Trumbull), controller, coquet, criticize, cropt, (Bible 1611, Pope, Shakespeare, Bunyan, Dryden, Burns, Scott, Tennyson, Lowell), crusht (Spenser, Bible 1611, Milton, Fuller, Burns), cue, curst, (Shakespeare, Dryden, Goldsmith, Pope, Burns), cutlas, cyclopedia.

Dactyl, dasht, decalog, defense, carest, (not "caressed"), (Burns), catalog, catechize, center, demagog, demeanor, deposit, deprest (Milton, Gray, Burns), develop, dieresis, dike, dipt (Bible 1611, Milton, Fuller, Pope, Gray, Shenstone, Scott, Tennyson, Lowell), discust, dispatch, distil, distrest (Milton, Thomson, Goldsmith, Burns, Lamb, Tennyson), dript (Hacket), droopt (Tennyson), dropt (Shakespeare, Milton, Dryden, Pope, Burns, Scott, Coleridge, Landor, Mrs. Browning, Tennyson, Swinburne, Lowell, Lytton), dulness (Pope, Thomson).

Ecumenical, edile, egis, enamor, encyclopedia, endeavor, envelop, Eolian, eon, epaulet, eponym, era, esophagus, esthetic, esthetics, estivate, ether, etiology, exorcize, exprest (Spenser, Milton, Dryden, Pope, Goldsmith).

Fagot, fantasm, fantom, favor, favorite, fervor, fiber, fixt (Spenser, Shakespeare, Milton, Cowley, Dryden, Thomson, Thirlwall), flavor, fulfil, fulness.

Gage, gazel, gelatin, gild (not "guild"), gipsy, gloze, glycerin, good-by, gram, gript (Milton, Tennyson).

Harbor, harken, heapt (Shakespeare, Jonson, Milton, Lowell), hematin, hiccup, hock (not "hough"), homeopathy, homonym, honor, humor, husht (Shakespeare, Dryden, Wilson, Lytton), hypotenuse.

Idolize, imprest (Spenser, Shakespeare, Milton, Pope, Burns, Cary), instil, jail, judgment.

Kist (Spenser, Shakespeare, Jonson, Milton, Goldsmith, Lamb, Tennyson).

Labor, lacrimal, lapt (Hooker, Tennyson, Lowell, Lewis, Morris), lasht, (Spenser, Shakespeare, Quarles), leapt (Shakespeare, Jonson, Addison, Collins, Wordsworth, Tennyson, Mrs. Browning, Swinburne), legalize, license, licorice, liter, lodgment, lookt (Spenser, Shakespeare, Jonson, Milton, Bunyan, De Foe), lopt (Shakespeare, Jonson, Milton, Young), luster.

Mama, maneuver, materialize, meager, medieval, meter, mist (not "missed") (Shakespeare, Milton, Bunyan, Lowell), miter, mixt (Bible 1611, Shakespeare, Bacon, Jonson, Milton, Addison, Pope, Shenstone, Lowth), mold, molder, molding, moldy, mullen.

Naturalize, neighbor, niter, nipt (Spenser, Shakespeare, Pope, Shelley).

Ocher, odor, offense, omelet, opprest (Spenser, Jonson, Milton, Dryden, Pope, Thomson, Goldsmith, Burns, Byron, Tennyson), orthopedic.

Paleography, Paleolithic, paleontology, paleozoic, paraffin, parlor, partizan, past (not "passed") (Shakespeare, Dryden, Pope, Lowth, Goldsmith, Burns, Tennyson, Fitzgerald), patronize, pedagog, pedobaptist, phenix, phenomenon, pigmy, plow, polyp, possest (Spenser, Shakespeare, Jonson, Hooker, Raleigh, Milton, Fuller, Addison, Pope, Gray, Goldsmith, Lowell), practise, prefixt, prenomen, prest (Spenser, Milton, Dryden, Pope, Goldsmith, Burns, Tennyson, Lowell, Fitzgerald), pretense, preterit, pretermit, primeval, profest (Spenser, Shakespeare, Jonson, Pope, Lamb), program (Scott, Sweet), prolog, propt (Dryden, Pope, Burns, Tennyson, Lowell), pur.

Quartet, questor, quintet.

Rancor, rapt (not "rapped"), raze, recognize, reconnoiter, rigor, rime, ript (Cowper), rumor.

Saber, saltpeter, savior, savor, scepter, septet, sepulcher, sextet, silvan (Scott), simitar, sipt (Lamb, Tennyson, Jonson), sithe, skilful, skipt (Shakespeare, Milton), slipt (Shakespeare, Hooker, Jonson, Tennyson), smolder, snapt (Lowth, Coleridge), somber, specter, splendor, stedfast (Bible, 1611, 1906), sept (Milton, Bunyan, Pope, Goldsmith, Burns, Scott, Jane Austen, Tennyson), stopt (Shakespeare, Milton, Pope, Thomson, Goldsmith, Scott, Jane Austen, Tennyson), strest, stript (Shakespeare, Fuller, Bunyan, Pope, Richardson, Goldsmith, Burns, Lamb, Tennyson, Lowell), subpena, succor, suffixt, sulfate, sulfur, sumac, suppress (Hooker, Jonson, Fuller, Pope), surprize (Fuller, Thomson, Shenstone, Goldsmith, Jane Austen), synonym.

Tabor, tapt (Tennyson), teazel, tenor, theater, tho (Evelyn, Bunyan), thoro, thorofare, thoroly, thru, thruout, tipt (Milton, Pope, Somerville), topt, tost (Milton, Dryden, Ray, Thomson, Shenstone, Burns, Whittier, Lowell), transgrest (Hooker), trapt, tript (Shakespeare, Shenstone, Landor), tumor.

Valor, vapor, vext (Shakespeare, Milton, Pope, Thomson, Tennyson, Longfellow, Lowell), vigor, vizor, wagon, washt (Putenham, Spenser, Shakespeare, Hooker), whipt (Shakespeare, Fuller, Pope, Scott), whisky, wilful, winkt, wisht (Spenser, Shakespeare, Jonson, Milton), wo, woful, woolen, wrapt (Jonson, Milton, Fuller, Dryden, Burns, Pope, Cowper, Scott, Lowell, Fiske).

The Teaching of History in the Public Schools of the United States with Special Reference to War and Peace. III.

[Report of a Committee of Three, consisting of Homer B. Sprague, Fannie Fern Andrews, and William A. Mowry, appointed in accordance with the action of the Annual Meeting of the American Peace Society, May 18, 1905.]

Every student of history should know that since the Jay Treaty in 1794, between the United States and Great Britain, nations have been, with increasing frequency, settling their differences by arbitration until the system has become generally common among them; that the movement has culminated in the Hague Court, a tribunal to which any nation can submit its international controversies; that, altho the Hague Convention did not pledge any nation to refer disputes to this Court, since that time no less than forty treaties have been signed whereby the signatory powers make such a pledge; that, entering on its great career in May, 1902, it has already settled four disputes, involving the greatest nations of the world, thereby showing its ability to fulfill the functions for which it was established; that the public opinion of the world is more and more forcing the nations to take their differences to it for peaceful adjustment. It should be known, at least to the older pupils in the schools, that in the course of the current year the representatives of some forty-six nations are to meet in a second peace conference for the purpose of continuing the work so auspiciously begun; that proportionate, simultaneous reduction of armaments, whereby vast amounts of money and vast numbers of men, now in readiness for brutal destruction, may be freed for constructive work, is again one of the subjects proposed to come before this body; that a general arbitration treaty, rendering war practically impossible, is another topic on its program; that a commanding place will probably be given the proposition to create a permanent international congress which shall meet at regular intervals to study systematically the international problems that are always before the world,—the problems in industry, education, religion, science, philanthropy, and government,—and that this congress when established will be the legislative complement of the Hague Court. The 18th of May will not receive a fitting observance in the schools unless the fact is made clear that all this has been the outcome of the "first peace congress," and of the great world-movement which caused it to be held.

The foregoing investigation shows that the schools have begun to celebrate this day, and the following admirable letter of Hon. George H. Martin, Secretary of the Massachusetts State Board of Education, sent out in April of last year to each superintendent in the State, as also a similar letter addressed by the State Superintendent of Instruction in Ohio to the superintendents in that Commonwealth, indicates that the meaning of the day has begun to be properly interpreted:

STATE BOARD OF EDUCATION.

STATE HOUSE, BOSTON, April 11, 1905.

SUPERINTENDENT OF SCHOOLS,

.....MASS.

Dear Sir: A statute which has made the school laws of Massachusetts famous for more than a century imposes upon all instructors of youth the obligation to use their best endeavors to instill into the minds of the children and youth committed to their care the principles of "love of country, humanity, and universal benevolence."

It has become a general practice in schools to stimulate the love of country by special exercises in connection with the public holidays, February 22, April 19, and May 30.

A favorable opportunity to cultivate the other two virtues, "humanity and universal benevolence," is now afforded in the setting apart of the 18th of May in commemoration of the Hague Conference, May 18, 1899. This day is to be widely celebrated in Europe and by numerous organizations in America.

The Board of Education recommends that appropriate exercises be held in the schools of Massachusetts on May 18, for the purpose of emphasizing the blessings of peace, of showing the superiority of arbitration over war, and of exalting the brotherhood of nations.

Such exercises might profitably include brief accounts of the settlement of recent international disputes by arbitration, together with quotations, readings, and recitations concerning peace from the writings of Washington, Sumner, and other statesmen, and from the poems of Holmes, Lowell, and Whittier.

An appropriate motto for the day would be: "God hath made of one blood all nations of men for to dwell on all the face of the earth."

Very truly yours,

(Signed) GEORGE H. MARTIN,
Secretary.

We wish to suggest that in order to make the anniversary generally noticed in a proper manner, a program of suitably graded exercises should be prepared and made available for the teachers in all schools.

We could wish that the sentiments for which the day stands might be taught to children every day in the year; that all teaching might be permeated with the ideas of justice, reason, love, and good-will.

The teachers of the United States must become more active in this direction if they would keep peace with their co-workers across the water, who have so far surpassed them in an active campaign for peace teaching. The Association of French Public School Teachers, numbering many thousands in its membership, has declared as a body its intention to teach the ideas of peace. The International Congress of Public School Teachers, held recently in Europe with representatives from eighteen nations, passed resolutions to the effect that the principles of peace should permeate all teaching, and that the history of the wars of conquest should be supplanted by the history of the great constructive workers of the world. The International Students' Congress at its last meeting passed two resolutions: 1. That a propaganda of peace be established which should encompass the whole world. 2. That peace clubs be formed in all universities. This body also appointed a committee to present these resolutions to the different governments of the world.

We should be glad to see the teachers of the United States, citizens of a country which is the home of the first peace society in the world, take the lead in a united stand against war. There is no turning back in this onward development; but the rapidity of the evolution will depend on direct effort. Surely the American teachers ought to be in the van of this movement, destined to uplift the whole human race!

General Observations.

In view of the results of these examinations, the Committee, not caring to comment on the adverse sentiments expressed in some quarters, nor upon the fact that from a majority of the cities and towns so addressed no response has been received, beg to suggest that altho upon the whole great progress has been made in the right direction in recent years, yet with some superintendents, and presumably with most teachers, the viewpoint of events ought to be elevated and the horizon broadened; and since the spirit in which the instruction is imparted is of more importance than the exact details, we would also suggest that the following principles should be clearly borne in mind in the teaching of history:

1. That all men, of whatever race, country, or stage of civilization, are brethren, and entitled to be

treated by one another as children of one Father and members of a common family.

2. That the nations are sister nations; and as kindly a spirit should always prevail in their dealings with each other as between members of the same family.

3. That when a good motive can reasonably be assigned for an apparently hostile action on the part of another, whether a man or a nation, it is a duty to impute such proper motive rather than a conscious intention to inflict injury wrongfully. It is therefore more honorable in such cases to exercise patient forbearance than to give way to quick and violent resentment.

4. That in war, as in private dueling, one party is always in the wrong, usually both; and the immediate result of the conflict never decides which is in the right, if either; nor does it tend to vindicate the honor of either to make haste to shed blood or seize or destroy property.

5. That the maxim, "My country, right or wrong!" as too often interpreted, is false and dangerous, and may become, to use the language of Chief Justice Jay, "treason to liberty, justice, and humanity, and rebellion against God."

6. That the kind of patriotism which would aggrandize one country at the expense of another is but a form of selfishness or even criminality.

7. That whatever be thought of the maxim, "In time of peace, prepare for war," it should not be forgotten that immense military and naval armaments continually suggest resort to violence as the proper method of securing justice and maintaining rights.

8. That whether we have or have not a right to disregard, as the soldier in battle always must, the command of the Founder of Christianity to love our enemies; and whether it be true or not, as Franklin repeatedly affirmed, that, "there was never a good war or a bad peace,"—there are, in the historical treatment of war, aside from the ethics primarily involved, certain considerations that should ever be remembered: among them the tendency in protracted warfare to military despotism; the enormous loss of productive industry by the withdrawing of multitudes from field and workshop; the destruction of valuable property; the expenditure of immense sums that might have been made useful in works of beneficence; an incalculable amount of disease, pain, and prolonged misery—distress caused not to the guilty few, but to the innocent many; the infliction of more injustice often than is either prevented or remedied; and the bitterness engendered in each warring people against the other, making the victorious aggressive, and the defeated revengeful, thus sowing the seed of future wars.

9. That the truest heroism is not physical but moral, as one dares to stand alone for the right and chooses to suffer loss, ridicule, and obloquy, rather than be the partner in wrong-doing; that the humblest deed of daring and self-sacrifice for the good of others is glorious; that "he that ruleth his spirit is better than he that taketh a city"; and that the only contest between nations should be in the effort to outdo each other in promoting the welfare of mankind.

10. That since in all conflicts each party believes itself in the right and neither can be an impartial judge, however it may have been in past ages when there was no umpire for the adjudication of international disputes, there is now no longer any excuse for a hasty resort to force, or for a foolish persistence in fighting to the death; for there not only exists a great tribunal, the Court of the Hague, recognized the world over and proved by experience to be a proper forum for the investigation and peaceful arbitrament of controversies before the outbreak of war, but the signatory powers that established it have also distinctly agreed that any one of them should have "the right of tendering its good offices or mediation" between contending states at any stage in the course of hostilities, and that "the exercise of this right can never be considered by either of the disputing parties as an unfriendly act."

11. Finally, that it is the duty of all that teach and all that study history to gain a proper perspective; to lift themselves and others above the standpoint of mere selfish interests; to recognize that history in its true meaning is not the annals of war and bloodshed, but the record of the development of pacific civilization, of religion, of education, of law, of industry, of commerce, of science, of invention, of art, of language, of social and political institutions; to observe the trend of events toward the fulfillment of the prophecy that ultimately "nation shall not lift up sword against nation"; to endeavor to disarm opposition and overcome indifference in this movement to magnify peace and minimize war; and to contribute all possible effort to secure in the near future a realization of the poet's vision of "The Parliament of Man: the Federation of the World," which shall be the safe guardian of national rights, the perpetual guarantor of international peace.

The Committee therefore respectfully suggest for consideration, the propriety of making an earnest appeal to superintendents and teachers and to the writers of histories to utilize every suitable opportunity for inculcating in the minds of children and youth the principles herein set forth and for giving them information in regard to the successive steps in this great evolution; and particularly that they may be urged to make the most of the 18th of May as an anniversary dedicated to the diffusion and the fostering of the sentiment of the Universal Brotherhood of Man, the Universal Sisterhood of Nations.

Respectfully submitted,

HOMER B. SPRAGUE, *Chairman.*
FANNY FERN ANDREWS,
WILLIAM A. MOWRY,
Committee.

A Homelike Primary Room at Peru, Nemaha County, Nebraska. The teacher, Miss Boelsterff, stands behind the class.

The illustration is used by courtesy of County Supt. George D. Carrington.

Character Teaching for Common Schools.

By JAMES TERRY WHITE, Secretary of the Patriotic League.

The crown and glory of life is character. It dignifies every station, exalts every position in society, and commands the confidence and respect of mankind. Character constitutes real aristocracy, for it is the only true heraldry of man. It is the throne and crown and scepter of a nation. Character is human nature in its best form, and its possession should be the highest object of life. It commands a far greater power and influence than even education or wealth. The examples of men of character never die, but, like their memories, are immortal.

But the welfare and safety of the State is entirely dependent upon character. More than law and legislation the crying need is for greater private virtue and more individual integrity. Never until recently has been so conclusively demonstrated the close connection between the welfare of the State and the conduct of the individual, and the inevitable destruction that awaits a nation made up of self-seekers, graft-grabbers, and justice-jugglers.

Thruout Christendom there is a general demand for improved moral teaching. England demands it, as she claims, "to maintain commercial supremacy." France demands it "for the maintenance of the family, and the safe preservation of the State." The German Emperor is making an appeal for the glorification of the Fatherland, half religious and half patriotic; and our own President is urging the necessity of a "square deal" and an improved quality of private character "for the welfare of the State."

In Japan exactly our present problem arose long ago thru the same cause—the multiplicity of jealous religious beliefs. Japan realized that its very life would be threatened if public education and moral training were allowed to be completely divorced. A National commission accordingly arranged to utilize patriotism as a moral agent, with the result that to-day Japanese primers and readers give biographical sketches with inspiring knowledge of the greatest personalities, not only of Japan, but of the world—their splendid private characters, their heroism in war, their public services in peace. And it is said that the average Japanese boy to-day knows more definitely and concretely of George Washington than do our American youth.

All agree that some sort of moral instruction should be taught to the children of the public schools. Marshall Field and other prominent business men of Chicago, employing thousands of boys and girls, recently petitioned for improved instruction in the public schools along moral lines, affirming their belief that the schoolboy of to-day is less reliable and morally inferior to the children taught under the old regime, when moral and religious teaching held greater place.

Fifteen clergymen, of different denominations, last March petitioned the Board of Education of the District of Columbia to introduce the Ten Commandments into the curriculum of the public schools.

In a recent address at Cornell University Dr. Andrew D. White, one of the foremost educators of the world, stated that "the great thing needed to be taught in this country is truth; simple ethics; the distinction between right and wrong. Stress should be laid upon what is best in biography, upon noble deeds and sacrifices, especially those which show that the greatest man is not the greatest orator or the tricky politician. They are a curse; what we need is noble men. There is need for religious instruction. Religious thoughts of all ages should be impressed upon the minds of the children—readings from the sacred books, the story of Joseph, the Sermon on the Mount, the wonderful writings of St. Paul. An educated man who has not these in his memory is to be pitied."

But it is not religious instruction alone that is needed, as is proved by the condition in countries where the Church has had complete charge of education. It is moral instruction combined with a convincement of the duties and obligations owed to the State that is needed for the realization of the Republic's ideals.

Religion is not the exclusive possession of the Church. Religious life is simply the life of right living and right relationship. There are certain broad features about religion—a conception of the universe, which is a conception of God; a reverence engendered by a natural response to infinite order and law; and symbols standing for something higher for the imagination to climb upon.

But these bases of religion are best brought to bear upon human life thru the State. The State quite as much as the Church reveals an effort to express the inexpressible. It has its symbol in the Seal of State, the Scales of Justice, the Sword of Truth. Men have always been seeking after the Holy Grail, but when it is found it will always be the holy communal life, which finds its highest expression in the State. It is the power of the State more than any other institution that can bring these real and natural religious facts into the fullest beneficence and power. The objectives of religion are the enlargement of the soul to the appreciation of God, and the enlargement of the heart to embrace the brotherhood of man. The Church substitutes for these great natural religious forces a trade-mark, a doctrine; but the State energizes them in the heart and genius of the soul—which is endeavor,—and in the work and life of the man among men,—which is citizenship.

Citizenship may not be a large enough word; but all the inter-human relationships are included in this civic religion. Religion is relationship, and of all relations the civic is the highest and holiest, for out of this are developed the noblest qualities of character. We have a long list of political saints.

One left luxury and assumed the responsibilities of a desperate cause for the sake of his fellow men, not expecting to be called the Father of his Country.

One dared death and found it, in an effort to enfranchise an inferior race.

One gave his magnificent gifts to the establishment of a better civic service.

One devoted himself to the improvement of the public schools.

One, an ex-president, undertook the work of prison reform.

One, a self-made citizen, now called the Ideal of an American Citizen, opened the light upon the slums of New York.

One, a judge, is doing more for righteousness, purity, holiness, and truth, than all the churches in Denver combined.

One, as a mayor, made the golden rule his motto for official conduct.

Men and women without number have broken down prejudice, and laid down their lives for their country.

Hero-worship is one of the best things humans ever practiced. It has inspired much of the progress of the race.

In this new world the State is working out the recreation of humanity. The American spirit is the spirit of the new earth, and it is a hint of the ultimate spirit of the world. The State is taking the place of

the Church in the hearts of the people, who find their religious revelations by looking into the faces of other men and women. The State is everywhere, and in its essential nature is the most sacred institution possible to human life. It is the only organized relationship that is universal in nature, and it must become the organized expression of all religious truth.

The religion of to-day should be a deathless love for the State, a civic enthusiasm which will enthrone the State in that high and holy place abdicated by the Church. Its altars are the work-bench, the forge, the desk, the machine, and its shrines are beauty, truth, love, honesty, strength, purity, generosity, and integrity—the qualities of a perfect character.

The Commonwealth is thus made the representative of morality and the symbol of righteousness, and becomes the inspiration for moral responsibility, fraternal obligation, and personal consecration.

This country has always recognized the duty and importance of compulsory education, but has only just begun to realize that there must be compulsory moral instruction. But the public schools are adjusted to teach only practical learning for every-day life. It is necessary of course, that the three R's should be taught; but it is necessary to teach something more. We need to reform habits, to teach new ways of thinking, new ways of living; in other words, to improve character. It is not only book-learning that must be taught, it is honesty, industry, unselfishness, self-respect, ambition, patience, justice, responsibility—the various traits which make up a personal character. But how are these qualities to be taught?

The period of a child's life which is most susceptible to being molded, is from five to twelve years. During this time the child is susceptible to all impressions; it treasures them up, gathers them all into itself, and retains them forever. While all animal life is sensitive to environment, of all living things, the child is the most sensitive. The child absorbs environment. It is the most sensitive and receptive living thing in creation. Every influence, however trivial, will leave an imprint upon the child's mind. It responds to a thousand subtle influences which leave no impression upon the grown man, and if the environmental influences are rightly and persistently applied, the effect will be immediate and permanent. The child is the purest, truest thing in the world. It begins life stainless, and is open to receive all impressions. It is absolute truth, and that is why we love children. The new-born child, whether brought forth in the lowest degradation or in the highest affluence and refinement, starts always the purest thing in creation, and if surrounded by right influences and nurtured by high principles it will inevitably grow to perfect manhood. The child is not impure, it learns impurity and untruth. What we need is more complete nurture, and a better environment of good influences. Upon a child before the age of twelve, one has unparalleled opportunity to work, for nowhere else in the entire creation is this material so plastic.

The great educators of the world have come to believe that this is the time during which character is most easily cultivated, and they insist that the public schools shall undertake the task. All acknowledge, that in the education of a child, character is of paramount importance; but the question is, how is character to be taught? There is a woful lack of capacity for teaching character at home, and the schools seem to accomplish nothing towards cultivating it during the years of impressionable youth.

It is a psychological fact that what the mind admires, it unconsciously emulates and imitates. A trait of character which enlists our approbation, inevitably compels imitation; and when we read or hear of a noble deed or act of devotion, we are unconsciously impelled to repeat it. The boy who reads a dime novel, buys a toy pistol, and runs away to fight Indians, obeys this law of imitation; only the example is pointed the wrong way. This imitative impulse is due to the poser of suggestion, which is that tremendous force behind hypnotism, and it is invincible in its power.

There are text-books to teach arithmetic, grammar, etc., but there is no text-book in the public schools to teach character. And yet there is such a text-book, and that is, biography—which is example. And the supreme importance and value of this particular text-book is acknowledged by all educators. Dr. Jewett, the headmaster of Balliol College, Oxford, has stated that "in future, mora's will be taught only thru biography." And the reason is, that biography is example—with the quality of reality. If one will reflect, the injunction to a child, "Be good," has no practical force or helpfulness; but an example of resistance to temptation, an example of a good deed or self-sacrifice, takes hold of the mind of the child, and compels imitation, because the mind responds to suggestion.

Character in its primary principle and groundwork is self-control and self-giving, and the only practical method of enforcing this upon the habit of children is to keep before them examples of self-control and self-sacrifice. Childhood is self-centered and selfish; but to every child there comes a time of awakening, when he realizes that there is in the world somebody else beside himself, and something to do for others. The first great object in teaching character is to awaken this realization, and then to foster and strengthen this sense of obligation. The practical means of doing this is thru examples of self-devotion, self-sacrifice, etc., exemplified in others, and woe to that child who does not have such examples for his uplifting, at the moment of the awakening. Ideals, and examples representing them; are the supreme molders of youth.

Another great assistance to character teaching is when a face-to-face acquaintance with the examples can be presented, which quadruples the force and efficacy of the example. Educators of the present time are advocating the placing before children of portraits of great men and women who are examples for the world, to be looked at daily for the inspiration that such an atmosphere brings. The greatest study of the world is human nature, and a collection of portraits, above all other things, develops observation and throws a wondrous light on character. The face has a perpetual fascination. It tells the story of human thought, feeling, and experience. Every detail of every feature tells its own part of the story. Thoughts are mighty, positive things, and every thought, however fleeting, is registered in the delicate network of nerves that convey their message to the facial muscles.

To hold up eminent examples to youth along these lines is the greatest stimulus that can be given to any child; and it is an assistance that cannot be given at any other time of life with so much benefit.

All the traits of character are impressed upon the child mind by the same method of example, and this system of character teaching resolves itself into:

First: Making the reason for righteousness the obligation each owes to the State for its protection.

Second: The reiteration of this obligation and its application to each particular trait of character.

Third: The systematic presentation of examples of noble men and women who have in their own lives practiced these particular traits of character, as an inspiration to the child to follow their example.

Such a system offers the highest promise for the future of our country, thru the purifying of the sources of inspiration, and by increasing the efficacy of the highest ideals.

Industrial and Technical Education.

REPORT OF THE COMMISSION APPOINTED BY THE COMMONWEALTH OF MASSACHUSETTS.

The Commission was appointed by Governor William L. Douglas, June 7, 1905. The members met and organized by the choice of Mr. Wright as chairman, Mr. Reed as vice-chairman and Mr. Golden as secretary.

It was decided to hold public hearings in different parts of the State, and to make inquiries thru sub-committees, into the leading industries of the State, namely, agriculture, boots and shoes, building trades, clothing, electrical apparatus, furniture, printing and book-binding, textiles, and watchmaking.

Early in the inquiry it became evident that the problem was two-sided. It was necessary to consider it from the side of the industries and the adult workman, and also, and more important, from the children of the State who were to enter those industries. To promote these two interests is to promote the interests of the State.

A sub-committee was appointed, consisting of Mrs. Kehew as chairman, Mr. Reed, and Mr. Martin, to make as thoro an investigation as time would allow, into the industrial conditions and needs of children between the ages of fourteen and sixteen. The committee employed as an expert investigator Dr. Susan M. Kingsbury, a trained student of sociological problems. Dr. Kingsbury immediately organized a corps of assistants, and has conducted with unwearied industry and great skill the most thoro inquiry into the relations of children to the industries of the community which has yet been made in this country. The only limit to its value is in the want of time to extend it to all the children in the State.

The results of this inquiry are appended to this report, under the title of "Special Report on the Relations of Children to Industries."

Public Hearings.

Twenty public hearings were given, nine in Boston and one each in Brockton, Fall River, Fitchburg, Lawrence, Lowell, Lynn, New Bedford, North Adams, Pittsfield, Springfield, and Worcester. The attendance at several of these hearings was large, notably at Springfield, North Adams, and Fitchburg.

Taken as a whole, they represented a great variety of interests and callings,—manufacturers, business men, farmers, representatives of labor unions, school officials, principals, and superintendents, and members of social organizations, men and women. In all, the Commission listened to one hundred and forty-three different persons.

The Commission was fortunate in having present at a special hearing by invitation Sir William Mather, M. P., of Manchester, Eng., widely known as the promoter of technical education in England, and equally well known for his intimate knowledge of conditions in America and for his generous and sympathetic interest in American education. His account of the condition of technical education in England was so illuminating that the Commission has printed it in full, and has included it in an Appendix to this report.

To Mr. E. Swaysland, of Northampton, Eng., the Commission was also indebted for an interesting account of the special education in England in the boot and shoe industry. This is also included in he Appendix.

From these hearings the Commission gained several very distinct impressions regarding matters included in the scope of its investigation.

1. There is a widespread interest in the general subject of industrial education, or special training for vocations. This interest shows itself in two distinct forms, as manifested by two classes of people. There is, first, a general and theoretical interest felt by students of social phenomena and by expert students of education; and, second, a more practical and specific interest felt by manufacturers and wage earners. Men and women who have been brought into intimate contact with the harder side of life as it appears among the poorer people in the cities, who are grappling with the variety of problems of childhood to which city life gives rise, think they see in some form of industrial education a means of securing earlier and greater efficiency as wage earners, more self-reliance and self-respect, steadier habits of industry and frugality, and thru these the opening of avenues to better industrial and social conditions.

The broader minded students of education, men who look at their own work in the light of all its relations to society and to individuals, are coming more and more to feel that education is more than schooling of the old-fashioned type; and that for the fullest development of a child he must early and continuously be regarded as a member of the whole community, must be familiar with all its activities, and must be taught progressively to share in those activities, giving as well as receiving, producing as well as consuming, doing as well as learning. They see that this sort of training is used in the education of the feeble-minded, in the reformation of wayward and vicious children at reform and truant schools, and that it is being used to elevate the colored race in the South; and they ask why it may not be equally efficient in stimulating and directing the higher orders of mind, in preventing as well as curing juvenile delinquency, and improving the social conditions of white as well as black children.

2. The hearings showed that, beside this general and theoretical interest, there is a practical and specific interest among manufacturers and wage earners because of a *personal need.*

The Commission was told at almost every hearing that in many industries the processes of manufacture and construction are made more difficult and more expensive by a lack of skilled workmen. This lack is not chiefly a want of manual dexterity, tho such a want is common, but a want of what may be called *industrial intelligence.* By this is meant mental power to see beyond the task which occupies the hands for the moment to the operations which have preceded and to those which will follow it,—power to take in the whole process, knowledge of materials, ideas of cost, ideas of organization, business sense, and a conscience which recognizes obligations. Such intelligence is always discontented, not with its conditions but with its own limitations, and is wise enough to see that the more it has to give the more it will receive.

Manufacturers confidently believe that a system of industrial education wisely planned would tend to develop such intelligence, while it increased technical skill.

That large numbers among wage earners have the same faith was shown to the Commission by numerous representatives who testified before it; and by the statistics showing the number of men and women who are now availing themselves of existing opportunities. The numbers of workmen in the evening classes of the textile schools in this State; the experience of the Evening Trade School in Springfield and of those in New York and Philadelphia; the large classes maintained by the Young Men's Christian Association; and the enormous number seeking to advance themselves thru technical education in the correspondence schools (a number estimated at fifty-five thousand in Massachusetts),—these

facts prove conclusively that the interest is real and vital.

3. The Commission was made aware of a growing feeling of inadequacy of the existing public school system to meet fully the need of modern industrial and social conditions. The opinion was expressed by many speakers that the schools are too exclusively literary in their spirit, scope, and methods. Where there was not a pronounced opinion, there was a vague feeling of dissatisfaction with results. This does not imply hostility. Everywhere the Commission found the people loyal to the purpose of the schools, and proud of the advanced position which the State has held, and they do not complain of the cost. They hesitate to criticise, and are far from desiring any revolutionary change; but they are inquiring with open minds whether some modifications may not be possible, by which the schools may reach in a more practical way the great body of children and youth. This phase of the subject is discussed more at length in a later part of this report.

4. The Commission was not able to learn that even the people who are most interested in industrial education have any definite ideas as to its proper scope or method. One or two carefully considered plans were presented, and some practical suggestions were offered by Mr. Charles F. Warner, principal of the Technical High School in Springfield, whose communication is appended. With these exceptions, when the question was asked, "Have you any plan to propose for meeting the need of which you speak?" the answer was, "I have not thought so far," or "I leave that for the Commission to decide."

5. The Commission early became aware that its purpose and work encountered the suspicion and hostility of many of the labor unions of the State. This was expressed by individual members and by accredited representatives, and was evidently due to misapprehension. It was suspected that the Commission was created to formulate a plan for trade schools supported at public expense. The opposition to such schools is based on the fear that they would furnish workmen in numbers sufficiently large to affect the labor market, and bring about a lowering of wages. These schools are also opposed on the ground that they might furnish workmen ready to take the place of union men during the existence of a strike. "Scab hatcheries" is the significant term by which such schools are characterized. To such schools the labor unions declare themselves totally and unalterably opposed.

The objection urged by the unions is fully met by the closing paragraph of Sir William Mather's address:—

"Please take notice of what I said about the avoidance of teaching a trade to the extent of causing a lad to say, after leaving the industrial school, 'I am a printer,' 'I am a cotton spinner,' 'I am a mechanic' or a 'carpenter.' In the first place, it is detrimental to the lad's own interests. He becomes somewhat conceited before he has finished the proper training by actual practice. It tends to deterioration of skill and intelligence in trades, which can only be fully acquired thru work done on a commercial scale. It will tend to discredit industrial education."

6. To the technical schools in distinction from trade schools, the Commission found little opposition. In fact, many of the union men expressed themselves heartily in favor of schools which would offer to men already engaged in industries the opportunity to broaden their knowledge of the principles of their trade. This would tend to increase the efficacy of the workers in a given trade, while the closed door was maintained against outsiders.

At one or two of the hearings, individuals, while not opposed to technical education in this narrow sense, would not favor it, believing that American workmen are already sufficiently skilful and sufficiently intelligent. It was declared that they have nothing more to learn.

7. To the question, "If technical education were to be furnished, by whom should the expense be borne?" the most common answer was, "Wholly or partly by the State." There is a general feeling that the municipalities are already spending as much money as they can afford for educational purposes, and that any new departure in the direction of industrial education which must be largely of an experimental nature should be undertaken by the State, or at least with substantial assistance from the State.

The Massachusetts System of Education.

Industrial and technical education cannot be considered apart from the general system of education out of which it must grow, and of which, if it is to be successful, it must form an integral part.

The original purpose of public education in Massachusetts was to fit its youth, thru the learning afforded by schools, to be intelligent citizens.

The supreme problems which presented themselves to the leaders in early Massachusetts history were intellectual problems,—problems of Church and State. To establish and develop a self-governing community, under the new conditions which confronted them, demanded intelligence of a high order and widely diffused. These men, themselves educated in the most advanced learning of the time, saw in the study of classic languages and mathematics a means of developing the power of concentrated and sustained thought, of clear and logical reasoning, and of balanced judgment. They believed that the study of the history and literature of the past tended to widen the horizon of thought, to bring to the solution of the problems of to-day the experiences of yesterday, so that successes and failures of other peoples in other times might serve as guides and warnings for people here and now. They called this a liberal education,—an education that liberated, that freed from the bondage to narrow and local prejudice and made the vision of life keen and far-sighted.

Out of this purpose grew the colleges and the Latin schools, and for a similar purpose the universal common schools. This belief in the efficacy of learning, deeply rooted in the past, has never lost its hold upon the thought and the imagination of our people; so that the educational system based upon it, begun in poverty, has expanded with the means of the people until it has commanded the admiration of the world.

Whenever public interest has seemed to wane, ardent reformers have appeared who have stimulated or shamed the people into new efforts. But from the beginning the purpose has remained unchanged,—to promote intelligence as a basis of citizenship. The lavish expenditure upon common schools, high schools, and colleges has this for its chief aim.

The schools had another but wholly subordinate function. Indirectly, they were expected to influence favorably all the callings in life. The more intelligent the person should become, the better workman he was likely to be,—more thoughtful, more careful, more considerate, more provident, more inventive; so that the system of education thru schools was likely to promote the material prosperity of the State. That is what the early lawmakers meant when they coupled "learning and labor" as "profitable to the Commonwealth."

But special training for vocations was provided for by another system,—the system of apprenticeship, which included even the professions. Young men who would be lawyers or doctors or min-

isters learned the technique of their callings in the homes or the offices of older practitioners. Farming was learned by work on the farm, trades by work in the shops, and housekeeping in the home.

The two systems did not conflict with each other. The master was bound by the terms of the indenture to keep his apprentice at school. So the two forms of training went on simultaneously for several generations, each effective in its way,—general training thru the schools, industrial training thru apprenticeship. The child and the youth were never out of touch with the school life, so that there never came a time of abrupt transition. There was no chasm.

The apprentice system is calculated for stationary conditions. It tends to conserve ancient traditions and methods, and cannot maintain itself in the face of change. Consequently and necessarily, with the development of modern science the old apprentice system waned and gradually disappeared.

Special training for vocations took its place, first, in the professions in schools of theology, of medicine, and of law. The new idea was next applied to the preparation for teaching, and normal schools were established. The advent of railroads called for a new type of engineers, and technical schools were established. With the advent of the factory system, the introduction of machinery, the making of machines more and more automatic, the division and subdivision of labor, the apprentice system gave way in the trades and manufactures.

While this change in the vocations was going on, another change was also in process. The schools were gradually claiming more and more time. The school year was lengthened, school attendance was made compulsory, and the age limits were raised. Every day lost by the apprentice system was gained by the school, until imperceptibly under steady pressure the school came to stand alone as the only means of training, and the child came to be almost wholly separated from the ordinary activities of life.

In place of two systems of training, balancing each other and mutually co-operative, there came to be but one, absorbing all the time and thought and interest of the children and youth,—a system of education isolated and one-sided.

The effects of the giving up of the apprentice system have all been aggravated by the congestion of population in cities. City life instead of rural life, life in tenements and flats instead of in houses, together with the increase of wealth, have combined to deprive great numbers of children of those opportunities for industrial activity which were inseparable from life on the farm. Well-to-do people are everywhere lamenting that there is nothing for their children to do. The children are always receiving and never giving. Food, clothing, shelter, education, amusement,—all come to them as freely as the air and the sunshine.

The effects of these changes repeatedly brought to the attention of the Commission are not most serious where we might naturally expect, in a lack of manual efficiency, tho that is marked, but on the intellectual and moral side. There is a one-sided sense of values, a one-sided view of life, and a wrong attitude toward labor. Not having any share in productive labor, and being out of touch with it, the youth have no standards by which to measure time or possessions or pleasures in terms of cost. Many persons believe that about this point center some of the gravest of present-day social problems.

Commercial Training.

An attempt has been made to retrieve a part of the lost ground, and to win back from the exclusive literary training of the schools some portion of time, by the introduction of what have been called commercial branches and commercial courses into the high schools. Arithmetic, bookkeeping, including banking, commercial geography and commercial law, typewriting and stenography are included in the courses of most large high schools, and a special commercial high school is proposed for Boston.

With the introduction of these courses the whole question is yielded as to the right of the community to furnish special training for vocations, and the way is open into the broadest fields of industrial life.

Drawing.

At the World's Fair in Paris, in 1867, the manufacturers of England and America discovered that their wares were inferior to those of continental countries, especially in taste and design. The result of the discovery and of a subsequent inquiry into the cause of European superiority led some of the leading manufacturers and public-spirited people in Massachusetts to send the following petition to the Legislature in 1869.

It is reprinted here because it represents the beginning of the movement of which the appointment of this Commission is the latest step.

To the Honorable General Court of the State of Massachusetts:

Your petitioners respectfully represent that every branch of manufactures in which the citizens of Massachusetts are engaged, requires, in the details of the processes connected with it, some knowledge of drawing and other arts of design on the part of the skilled workmen engaged.

At the present time no wide provision is made for instruction in drawing in the public schools.

Our manufacturers therefore compete under disadvantages with the manufacturers of Europe; for in all the manufacturing countries of Europe free provision is made for instructing workmen of all classes in drawing. At this time, almost all the best draughtsmen in our shops are men thus trained abroad.

In England, within the last ten years, very large additions have been made to the provisions, which were before very generous, for free public instruction of workmen in drawing. Your petitioners are assured that boys and girls, by the time they are sixteen years of age, acquire great proficiency in mechanical drawing and in other arts of design.

We are also assured that men and women who have been long engaged in the processes of manufacture learn readily, and with pleasure, enough of the arts of design to assist them materially in their work.

For such reasons we ask that the Board of Education may be directed to report, in detail, to the next General court, some definite plan for introducing schools for drawing, or instruction in drawing, free to all men, women, and children, in all towns of the Commonwealth of more than five thousand inhabitants.

Jacob Bigelow,	John Armory Lowell,
J. Thomas Stevenson,	E. B. Bigelow,
William A. Burke,	Francis C. Lowell,
James Lawrence,	John H. Clifford,
Edward E. Hale,	Wm. Gray,
Theodore Lyman,	F. H. Peabody,
Jordan, Marsh & Co.,	A. A. Lawrence & Co.

Boston, June, 1869.

The answer of the Legislature to this petition was given in 1870 by making drawing a required study in all the schools of the State, by requiring evening schools to be maintained in all towns and cities of ten thousand inhabitants for instruction in industrial and mechanical drawing, by appointing an art director, and by establishing a normal art school.

This provision aimed at a broadening of the general education of all the children, to make it less exclusively literary, and to furnish a kind of training which might be useful in any sense vocational. The result has been that drawing in the schools has become more and more exclusively cultural in its purpose and method, and the original industrial purpose has been largely lost sight of. This probably accounts for the fact that, notwithstanding that drawing was intended to stand for a distinct contribution to the industrial interests of the State, it is still classed by many flippant writers and talkers among "fads," "frills," and "fancies."

The whole thought of the time was better expressed in a statute passed in 1872, authorizing the establishment and maintenance by any town and city of any sort of an industrial school as a part of its public

school system. The statute reads as follows:—

The city council of any city, or of any town, may establish and maintain one or more industrial schools, and raise and appropriate the money necessary to render them efficient. Such schools shall be under the superintendence of the Board or School Committee of the city or town wherein they are established, and such Board shall employ the teachers, prescribe the arts, trades, and occupations to be taught in such schools, and shall have the general control and management thereof; *provided*, that in no case shall the expense of any such school exceed the appropriation specifically made therefor; and *provided*, that nothing in this act contained shall authorize the school committee of any town or city to compel any scholar to study any trade, art, or occupation without the consent of the parent or guardian of such scholar, and that attendance upon any such school shall not take the place of the attendance upon public schools required by law. [*Approved March* 9, 1872.]

That this law was in advance of public sentiment is clearly shown by the fact that no town or city has ever availed itself of its opportunity until Springfield in 1898 opened its evening trade school, and to-day that school stands alone.

But in this law the State committed itself in the broadest possible way to the policy of supporting special schools for vocational training at public expense.

When the exposition celebrating our centennial was held at Philadelphia, in 1876, there were brought together the manufactures of the different producing countries of the world. Germany then acquired an active interest in industrial and manual training, and so did England. Bismarck inquired of the officer in charge of the German exhibit at Philadelphia as to the effect of the comparison of German goods with those of other countries. The reply was: "Our goods are cheap and wretched." Germany had become the military equal of France, but she was not her industrial equal. France for years had been applying skill and the results of technical training in trades and in all industrial arts in her manufacturing establishments, thru schools supported first by private benefaction and then by the government. France stood out at the Centennial as the superior to all other countries in those manufactured goods which displayed skill and training. Germany took her cue from this, and immediately entered upon a career which has brought her to the front rank in the production of goods both useful and artistic. England took her cue also. She had been fearing the competition of France. She had sneered at the technical training which had been in vogue in France, but she found all at once that in order to preserve her industrial supremacy she must not only be the equal of France in artistic designing and in the training in the application of superior skill, but that she must rise above France,—that she must surpass her in all things in in which France had gained her celebrity. Then began the crusade for the establishment of training schools, the inauguration of manual training and industrial education in every direction, and England for a while held her supremacy. Other countries—Italy, Austria, the Scandinavian countries, Switzerland—applied skilled training in ordinary manufactures.

Manual Training.

While the general public has been strangely blind to the narrowness of the public school education, a few people more discerning have undertaken to restore in a measure the balance between manual and mental training which the old-time systems afforded.

This was the purpose of the law of 1894, which required cities of twenty thousand inhabitants to include manual training in their high school courses; and of the law of 1898, which extended the requirement to elementary schools of the same cities.

This law, containing no provision for its enforcement, is a dead letter in some of the cities and only partially or ineffectually executed in several others

The wide indifference to manual training as a school subject may be due to the narrow view which prevailed among its chief advocates. It has been urged as a cultural subject mainly useful as a stimulus to other forms of intellectual effort,—a sort of mustard relish, an appetizer,—to be conducted without reference to any industrial end. It has been severed from real life as completely as have the other school activities. Thus it has come about that the overmastering influences of school traditions have brought into subjection both the drawing and the manual work.

Present Status of Vocational Training.

All the callings in life for which children and youth need to be specially prepared may be roughly grouped into four classes,—professional, commercial, productive, and domestic.

Of these the professional callings are sufficiently provided for, partly at public and partly at private expense. A large part of the burden of high school maintenance is incurred in the interests of professional callings.

The activities which may be classed as commercial, including all that have to do with the processes of distribution and exchange, are provided for largely at public expense. The schools send out salesmen, clerks, bookkeepers, typewriters, and stenographers in ever-increasing numbers. These are the occupations which allow clean hands and good clothes. If anything is lacking in this business training, it is special education in the principles and practice of expert salesmanship. A beginning of such instruction has been made in Boston.

Turning to the occupations engaged in production, in distinction from distribution, we find that these are only touched educationally in their most advanced and scientific forms. No instruction whatever is furnished at public expense in the principles or practice of such industries as farming, dairying, gardening, the building trades, cabinet-making, machine shop practice, boot and shoemaking, tanning, printing, bookbinding, dressmaking, millinery, embroidery, or design.

Agriculture is recognized by the State in its aid to the Agricultural College at Amherst; but there is no preparatory work leading up to it, in the same way as the high schools lead up to the other colleges.

Manufacturing is recognized by the State in so far as it aids by scholarship and direct grants the Massachusetts Institute of Technology and the Worcester Polytechnic Institute. These institutions train mechanical and electrical engineers, manufacturing chemists, and architects,—men in the highest ranks of productive industrial life.

For these institutions the high schools offer some preparation in their scientific courses. The institutions themselves have fully justified all that they have cost. Their fame is world-wide, and the State is honored by them.

Manufacturing interests are still further aided by the recently established textile schools at Lowell, opened in 1897; at New Bedford, opened in 1899; and at Fall River, opened in 1904. These schools in their organization, mode of support, and general methods, might well serve as models for higher technical schools in other industries. The schools have been established by the State and the city. They are supported partly by annual grants by the State and the city, and partly by tuition fees from the students. They are governed by bodies of permanent trustees, some of whom represent the Commonwealth. The cities are represented in the government by certain *ex-officiis* trustees.

Other Opportunities for Trade Education.

The Massachusetts Charitable Mechanic Association maintains an evening trade school for young

men, most of whom are regularly employed as apprentices or helpers in the trades they are studying.

There are classes in masonry, carpentering, plumbing, and sheet metal work, including about one hundred students. A small part of the expense of the school is met by fees from the students.

The Woman's Educational and Industrial Union of Boston maintains day classes in millinery, wire frame making, and salesmanship. Some of these are distinctly trade classes; others are of a more general character.

The Boston Trade School for Girls is supported by a society of women who rely upon donations from interested people to meet the expenses. There are no fees for the students. Girls are instructed in dressmaking, millinery, and machine operating in all the day classes.

The Wells Memorial Institute maintains free evening classes in electricity, steam and steam engines, mechanical and machine drawing, household science, millinery, dressmaking, and photography. There were registered in these classes in 1905 twelve hundred and twenty persons.

The Boston Young Men's Christian Association maintains what it calls an evening institute, which includes four separate schools of a technical character,—a school of commerce, a polytechnic school, a school of applied electricity and steam engineering, and an automobile school. Each of these schools includes numerous departments. The number of students is large. The Young Men's Christian Associations thruout the State support evening classes in various technical subjects. In all these classes the students pay a part of the cost of the instruction.

The Boston North End Union, a charitable organization, maintains evening classes in plumbing and day classes in printing. The North Bennet Street Industrial School conducts evening classes in sewing and printing, reaching in all about two hundred women and forty men.

Besides these, instruction in wood working, printing, clay modeling, cooking, sewing, and other forms of industrial training is given to classes of children by churches of different orders; and there are in different parts of the State private schools or classes for persons employed in different trades, as some of the sub-divisions of boot and shoemaking, steam and electrical engineering, etc.

These efforts of a private or philanthropical character serve to show the need of industrial education in the State, rather than to supply it in any adequate measure.

Industrial Education in Europe.

Compared with the opportunities afforded in Europe for acquiring knowledge and skill in productive industry, the work now being done in Massachusetts, as shown above, is strikingly and painfully inadequate.

To the average American, who has been accustomed to believe that progress is only to be found in his own country, and to speak of the nations of the old world as effete, the study of the systems of industrial education in Continental Europe is bewildering. The scope of this education is so broad, its forms are so multifarious, its methods are so scientific, its hold upon public opinion is so complete, the impulse which it is giving to industrial leadership is so powerful, as to entitle it to the most thoughtful and respectful study.

An exhaustive account of this work is found in the seventeenth annual report of the United States Commissioner of Labor (1902), and a special report on Industrial Education and Industrial Conditions in Germany was published by the United States Department of Commerce and Labor in 1905.

A brief abstract of these reports for several of the countries of Europe is appended to this report. Attention is called to:—

1. The union of national with municipal support and control.
2. The activity of private associations, both of manufactures and of trades.
3. The provision for both day and evening schools.
4. The stimulus of State aid to private enterprise.
5. The universal recognition of the ne essity of special education for every form of industrial life.

Conclusions.

As a result of the public hearings and the special investigations, the Commission has arrived at the following conclusions:—

1. For the great majority of children who leave school to enter employments at the age of fourteen or fifteen, the fir t three or four years are practically waste years so far as the actual productive value of the child is concerned, and so far as increasing his industrial or productive efficiency. The employments upon which they enter demand so little intelligence and so little manual skill that they are not educative in any sense.

For these children, many of whom now leave school from their own choice at the completion of the seventh grade, further school training of a practical character would be attractive and would be a possibility if it prepared for the industries. Hence any scheme of education which is to increase the child's productive efficiency must consider the child of fourteen.

2. Children who continue in school until sixteen or eighteen, especially if they complete a high school course, are able to enter upon employments of a higher grade, usually in mercantile pursuits, and they are able by reason of greater maturity and better mental training to learn the technique of their employment in a shorter time; but they are wholly lacking in manual skill and in what

How New York School Girls are Taught the Housekeeping Arts under the Direction of Mrs. Mary E. Williams.

we have called industrial intelligence. For the purpose of training for efficiency in productive employments the added years which they spend in school are to a considerable extent lost years.

In the cases of both classes of children the employment upon which they enter on leaving school is determined by chance.

3. The productive industries of the State, including agriculture, manufactures, and building, depend mainly upon chance for recruiting their service. A few apprenticeships still exist in a few industries, or parts of industries, but very few apprentices are indentured, and many so-called apprenticeships are falsely named.

The knowledge and skill which the new men bring to the service of any industry is only what they have picked up in a haphazard way. Some bring much and many bring little.

4. This condition tends to increase the cost of production, to limit the output in quantity, and to lower the grade in quality. Industries so recruited cannot long compete with similar industries recruited from men who have been technically trained. In the long run that industry, wherever in the world it is located, which combines with general intelligence the broadest technical knowledge and the highest technical skill, will command the markets of the world.

5. The industries of Massachusetts need, in addition to the general intelligence furnished by the public school system and the skill gained in the narrow fields of sub-divided labor, a broader training in the principles of the trades and a finer culture in taste as applied to material, workmanship, and design. Whatever may be the cost of such training, the failure to furnish it would in the end be more costly.

6. The State needs a wider diffusion of industrial intelligence as a foundation for the highest technical success, and this can only be acquired in connection with the general system of education into which it should enter as an integral part from the beginning.

The latest philosophy of education re-enforces the demands of productive industry by showing that that which fits a child best for his place in the world as a producer tends to his own highest development physically, intellectually, and morally.

7. The investigation has shown the increasing necessity for a woman to enter the industrial world for the sake of self-support, and hence that she should be prepared to earn a respectable living wage, and at the same time that the attempt should be made to fit her so that she can and will enter those industries which are most closely allied to the home.

The investigation has shown that that vocation in which all other vocations have their root, namely, the care of the home, has been overlooked in the modern system of education. In order that the industrial life of the community may be vigorous and progressive, the housekeepers need to be instructed in the laws of sanitation, in the purchase, preparation, and care of food, and in the care of children, that the home may be a home, and not merely a house.

Recommendations.

The Commission does not deem it to be a part of its duty under the provisions of the resolve creating it, and in fact it is not in the power of a temporary commission to formulate exhaustive and specific plans for industrial education, but rather to ascertain and exhibit the needs of such education and to point out how the State may make effective its existing policy, and to suggest means for the further industrial development of the State.

There seems to be two lines in which industrial education may be developed,—thru the existing public school system, and thru independent industrial schools. In regard to the former, the Commission recommends that cities and towns so modify the work in the elementary schools as to include for boys and girls instruction and practice in the elements of productive industry, including agriculture and the mechanic and domestic arts, and that this instruction be of such a character as to secure from it the highest cultural as well as the highest industrial value; and that the work in the high schools be modified so that the instruction in mathematics, the sciences, and drawing shall show the application and use of these subjects in industrial life, with especial reference to local industries, so that the students may see that these subjects are not designed primarily and solely for academic purposes, but that they may be utilized for the purposes of practical life. That is, algebra and geometry should be so taught in the public schools as to show their relations to construction; botany to horticulture and agriculture; chemistry to agriculture, manufactures, and domestic sciences; and drawing to every form of industry.

The Commission would also recommend that all towns and cities provide by new elective industrial courses in high schools instruction in the principles of agriculture and the domestic and mechanic arts; that in addition to day courses, cities and towns provide evening courses for persons already employed in trades; and that provision be made for the instruction in part-time day classes of children between the ages of fourteen and eighteen years who may be employed during the remainder of the day, to the end that instruction in the principles and the practice of the arts may go on together.

In regard to the second method of developing industrial education, and in view of the facts already stated and the conclusions reached by the Commission, the Commission submits for the consideration of the Legislature the following draft of a bill as embodying its recommendations:—

AN ACT TO PROVIDE FURTHER FOR INDUSTRIAL EDUCATION.

Be it enacted, etc., as follows:

SECTION 1. The Governor, by and with the consent of the council, shall appoint a commission of five persons, to be known as the Commission on Industrial Education, to serve for the term of five years and without pay. The said commission on its organization shall appoint a secretary to be its executive officer, who shall not be a member of the commission, and who shall receive an annual salary of thirty-five hundred dollars; and the commission may employ supervisors, experts in industrial and technical education, and such clerical and other service as may be found necessary. The necessary expenses of the commission, including clerk hire, traveling expenses, stationery, and all other incidental expenses, shall be paid out of the treasury of the Commonwealth as may be provided by law.

SECTION 2. The Commission on Industrial Education shall be charged with the duty of extending the investigation of methods of industrial training and of local needs, and it shall advise and aid in the introduction of industrial education in the independent schools, as hereinafter provided; and it shall provide for lectures on the importance of industrial education and kindred subjects, and visit and report upon all special schools in which such education is carried on. It may initiate and superintend the establishment and maintenance of industrial schools for boys and girls in various centers of the State, with the co-operation and consent of the municipality involved, or the municipalities constituent, or any district to be formed by the union of towns and cities as hereinafter provided. The Commission shall have all necessary powers in the conduct and maintenance of industrial schools, and money appropriated by the State and municipality for their maintenance shall be expended under its direction.

SECTION 3. All towns and cities may provide independent industrial schools for instruction in the principles of agriculture and the domestic and mechanic arts, but attendance upon such schools of children under fourteen years of age shall not take the place of the attendance upon public schools as required by law. In addition to these industrial schools, towns and cities may provide for evening courses for persons already employed in trades, and they may also provide, in the industrial schools and evening schools herein authorized, for the instruction in part-time classes of children between the ages of fourteen and eighteen years who may be employed during the remainder of the day, to the end that instruction in the principles and the practice of the arts may go on to-

gether: *provided*, that the independent schools authorized in this section shall be approved as to location, courses, and methods of instruction by the Commission on Industrial Education.

SECTION 4. Two or more cities or towns may unite as a district for the maintenance of the industrial schools provided in the preceding section, but no such district shall be created without the approval of the Commission on Industrial Education.

SECTION 5. Whenever any city or town or district, as provided in the preceding section, shall appropriate money for the establishment and equipment and maintenance of independent schools for industrial training, or shall institute new day or evening industrial courses in high or manual training schools, the State, in order to aid in the maintenance of such schools or new industrial courses, shall pay annually from the treasury to such towns, cities, or districts providing industrial courses a sum proportionate to the amount raised by local taxation and expended for the support of schools for each thousand dollars of valuation as follows: towns and cities expending more than five dollars for each thousand of valuation for the support of public schools to be reimbursed by the State to the amount of one-half, those raising and expending between four and five dollars per thousand to an amount of one-third, and those raising and expending less than four dollars per thousand to an amount of one-fifth, of the cost of maintaining industrial courses or industrial schools: *provided*, that no payment to any town or city shall be made except by special appropriation of the Legislature.

SECTION 6. The Commission on Industrial Education shall make a report annually to the Legislature relative to the condition and progress of industrial education during the year, what industrial schools have been established, and the appropriations necessary for their maintenance, in accordance with the preceding section, and such other recommendations as the Commission on Industrial Education may deem advisable; and especially shall the Commission consider and report at an early day upon the advisability of establishing one or more secondary technical schools for boys and girls, providing for a three or four years' course for extended training in the working principles of the larger industries of the State.

SECTION 7. The trustees of the Massachusetts Agricultural College are hereby authorized to establish a normal department for the purpose of giving instruction in the elements of agriculture to persons desiring to teach such elements in the public schools, as provided in sections three and four: *provided* that the cost of such department shall not exceed the sum of five thousand dollars in any one year, and that at least fifteen candidates present themselves for such instruction.

SECTION 8. Section ten of chapter forty-two of the Revised Laws of the Commonwealth, and all acts and parts of acts inconsistent with this act, are hereby repealed.

The Commission recognizes that there should be no interference with the public school system as it exists by a separate authority having co-ordinate powers with those of the Board of Education, yet it believes that the elements of industrial training, agriculture, domestic and mechanical sciences should be taught in the public schools, and as already stated, that there should be, in addition to this elementary teaching, distinctive industrial schools separated entirely from the public school system. The foregoing recommendations, together with the bill embodying the views of the Commission as to separate industrial schools, solves this problem.

Instruction in public elementary and high schools would naturally and logically lead to the entrance of students on the work of the independent industrial schools; and the Commission on Industrial Education, as recommended, would deal solely and entirely with such schools, thus abrogating the act of 1872 (section 10 of chapter 42 of the Revised Laws), leaving the school authorities on their own initiative to introduce new industrial courses in the public schools. This avoids conflict, and insures harmony and a development of the system of industrial training so much to be desired.

The Commission in its consideration has endeavored to preserve the integrity of the public school system, to enrich it along industrial lines, and expand it along vocational lines thru independent industrial schools. This seems necessary because the present public school system is aimed primarily to secure cultural and not industrial or vocational effects, while the departure recommended by the Commission relative to independent industrial schools secures a development of the principles of industrial instruction, and entirely in accordance with the policy to which the State is already fully committed thru its support of normal schools, art schools, institutes of technology, and textile schools. The act of 1872, except in the city of Springfield, has remained a dead letter, but the State aid provided by the forgeoing plan would, the Commission believes, induce other municipalities to enter upon a like beneficent experience.

In order to secure proper instruction for teachers in the elements of agriculture, there seems to be a necessity for some normal department or separate normal school. The Commission has considered two propositions: one to establish a normal school in the Agricultural College, and another to establish a separate normal school. The Agricultural College has the plant and all the facilities for giving instruction in the elements of agriculture to those desiring to become instructors in such elements. It has therefore been considered the wiser plan to recommend a normal department in the existing Agricultural College, thus saving expense and avoiding the necessity of duplicating plants. It is undoubtedly a fact that some of the seniors in the Agricultural College are qualified to give instruction, thus utiliz ing the facilities of the college.

In conclusion, the Commission is perfectly sensible of the fact that no comprehensive plan for securing industrial education can be created by the fiat of the Legislature; such plan must be the result of practical experience growing out of experiments. This is the aim in the foregoing report and recommendations.

CARROL D. WRIGHT, *Chairman.*
WARREN A. REED, *Vice-Chairman.*
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Catalogs Received.

Library School Register of Graduates, 1893-1904, Drexel Institute, Philadelphia, Pa.

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Catalog of Monson Academy, Monson, Mass., 1905-06.

Claremont School Report, Claremont, N. H., 1905-06.

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Courses of Study in the Public Schools of Montclair, N. J., Sept., 1903.

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Eleventh Annual Report of the Board of Education of the Borough of Glen Ridge, N. J., March, 1906.

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Annual Report of the President of Holyoke College, 1904-05.

Forty-first Annual Report of the Detroit Public Library, 1905.

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The Chautauqua Quarterly, Chautauqua, N. Y., 1906.

Carleton College Bulletin, Northfield, Minn., March, 1906.

Thirty-fifth Annual Report of the Grand Rapids Public Library, Grand Rapids, Mich., April, 1906.

Fifteenth Annual Report of the Board of Trustees of the Free Public Library, Jersey City, N. J., 1905.

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The editor of *Pitman's Journal*, New York, offers the writers of the Isaac Pitman Shorthand a solid gold medal, value $100. This medal is for the best performance in speed of writing combined with accuracy. The competition will be open to all writers of the Isaac Pitman system who have acquired it within the limits of the continent of North America and adjacent islands. Competitors must be residents of this territory for at least one year prior to the date of competition. There is no limit as to age, sex, or color.

Supt. Charles W. Mulford, Bay Shore, N. Y., has been appointed manager of the Schermerhorn Teachers' Agency, 3 East 14th Street, New York, beginning June 16, 1906. Mr. Mulford enters upon his work with long experience in the State as high school principal and superintendent of schools, and is by training and personality excellently adapted for his new duties.

The 1906 Descriptive Catalog of D. C. Heath & Co. is one of the best school-book catalogs that has come to our notice. The arrangement is exceptionally good. The book notices are clear and terse, and summarize briefly the really important characteristics of each book. The make-up is an example of excellent taste. Among the newest books which are advertised are Well's ALGEBRA FOR SECONDARY SCHOOLS, Wright's EXERCISES IN CONCRETE GEOMETRY, Schoch's EXPERIMENTS AND DISCUSSIONS IN CHEMISTRY, Orndorff's LABORATORY MANUAL (revised), Colton's PHYSIOLOGY, Coleman's ELEMENTS OF PHYSICS, and Spalding's PRINCIPLES OF RHETORIC.

One feature of the catalog is a price list containing code words for all of the Company's publications up to August 1 of the current year.

Mr. James T. Wetherald has been appointed a sinking-fund commissioner of Boston. Mr. Wetherald is by birth an Indiana man, but he adopted Boston as his permanent home twenty years ago when he entered the field of newspaper and magazine advertising. He is now the sole owner of one of the largest newspaper advertising agencies in New England.

The sinking-fund commissioners have the control and the distribution of the city's permanent funds. These amount in Boston to over thirty millions of dollars. Five Boston business men are selected to serve on this commission for a term of three years each. The commissionership is considered the most honorary unsalaried position within the gift of the city.

The Remington Typewriter Company has just completed its annual census of the writing machines used for purposes of commercial instruction in all the schools of the United States and Canada. This census shows a total of 20,512 Remingtons in use in the schools, a gain of nearly 2,000 over the census of last year. Estimating that five pupils annually are trained on each of these machines, this would seem to show that one hundred thousand Remington operators are prepared every year for business life in the United States and Canada alone, to say nothing of the other countries of the world. The number of Remingtons in use in the business schools continue to exceed vastly the total of all other machines.

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The Educational Outlook.

The report of the auditor on the school fund of West Virginia for 1906 shows that the amount distributed is $737,237.29. The amount distributed last year was $575,637.09. Under the new tax laws a gain of $161,599.61 in the amount expended by the State for the benefit of local schools is shown.

W. W. Hall has been elected superintendent of schools at Florence, Ala., succeeding Mr. A. F. Harman. The latter will return to New Decatur, whence he went to Florence two years ago.

Allegheny children who are weak, sickly, or deformed will have an opportunity this summer to receive free treatment. Corrective exercises for these ailments will be a feature of the Allegheny vacation schools and playgrounds, and will be commenced when the schools open on July 5.

The people of the State of Panama had no public school system until the United States took possession of the canal zone. Twenty-three public schools have now been established and 1,100 children are attending them under a compulsory education law. If the Central Americans take kindly to that arrangement the canal strip will have an immigration boom from people who want to educate their children.

The School Garden Association, Station A, Boston, Mass., last year enlisted over 10,000 workers in the School Garden movement, and supplied seeds, instructions for planting, and literature to schools, clubs, superintendents, principals, teachers, pupils, and individuals in many parts of the country. The results of the work were so encouraging, and the good so manifest, that preparations have been made on a larger scale for 1906, providing a larger number of varieties of flowers and vegetables, and aiming to reach and assist all willing to join in the movement.

A membership fee of six cents secures enrollment, a booklet of directions for planting, a sample collection of five varieties of seeds, and a list of the collections of flower and vegetable seeds that can be ordered for school and home garden use. Any one can apply. Simply write to F. W. Shattuck, Sec'y, The School Garden Association, Station A, Boston, Mass., enclosing six cents, and giving your name and address plainly.

R. P. Halleck Leaves Louisville.

Mr. Reuben Post Halleck has resigned his position as principal of the Male High School, Louisville, Ky. It is said that an offer was made to increase his salary from $2,500 to $3,700 if he would withdraw his resignation, but he refused to consider the proposition. He stated that he had signed a contract with a large publishing house to prepare and edit a series of text-books. The task would not only require all his time, but would necessitate a long trip abroad, with study and travel in several foreign countries.

Mr. Halleck was elected principal of the Male High School in 1897. He is known the country over as a writer of text-books. He will be succeeded at Louisville by Charles A. Marple, formerly instructor in physics in the Male High School, but more recently a teacher in Cleveland.

Indiana Educational Commission.

The Indiana State Educational Commission was appointed by Governor Hanly at the request of the State Teachers' Association. The request was embodied in a resolution adopted by the Association, at the close of an address by State Superintendent Cotton, who made some very pointed recommendations regarding teachers' salaries, school taxation and levies, normal schools, and the organization of the school system in townships. The resolution asked that the Commission investigate the matter of salaries, taxation, and all other matters that may rightfully come before such a body.

The commission is composed of men who will approach the subjects with impartial minds. Its personnel is: B. F. Moore, chairman, superintendent of schools, Marion; Hon. E. E. Moore, State Senator, Connersville; Hon. L. Ert Slack, State Senator, Franklin; Thomas D. Slimp, attorney, Washington; Will S. Ritchie, president of the School Board, Lebanon; Edgar Webb, editor of the *Ledger*, Attica, and John W. Lewis, county superintendent, Wabash.

Among other subjects that will be investigated are the manner of electing county superintendents, the advisability of a larger normal school system, the matter of local and State tax levies, the formation of a township School Board, and other questions that cannot at this time be specified. The final report of the committee is to be in the hands of the Governor by December 1.

Georgia Educational Association.

The meeting of the Georgia Educational Association, recently in session at Cumberland Island was the most successful in the history of the organization. It was the fortieth session of the Association, and was more largely attended than any previous meeting has been, there having been more than 300 teachers present.

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Chancellor David C. Barrow, of the State University, as President. The election of Chancellor Barrow to this position was not only a tribute to his fitness for the position, but an endorsement of the recent action of the trustees in placing a schoolman at the head of the University.

The Association passed a resolution endorsing the action of the trustees in their choice of Chancellor Barrow.

A paper read by Superintendent Bond, of Athens, on "The selection and training of teachers," proved to be of unusual interest. It was discussed at some length by Superintendent Chapman, of Macon, whose views on the subject found ready acceptance. Supt. T. A. Pound, of Waycross, also spoke on the paper.

A paper on the "School Improvement Club of Georgia," was to have been read by Mrs. Walter B. Hill, of Athens. In her absence the topic was discussed by President Park, of the Georgia Normal and Industrial College, of Milledgeville.

The meeting was a most satisfactory one. It was found that educational interests in the State, altho in need of greater material support and more consecrated workers, are not being neglected.

Maryland State Meeting.

The thirty-ninth annual meeting of the Maryland State Teachers' Association was held at Ocean City, June 26-29. The program was as follows:

June 26, 8 P. M.—Invocation; address of welcome, James O. Adams, chairman of the Committee on Education, House of Delegates, 1906; response, Prin. E. G. Comegys, Catonsville High School; selection, the Cecilian Lady Quartet; president's address, County Superintendent S. Simpson, Westminster.

June 27, 9.30 A. M.—Singing by the Association; address, "The Necessity for a Revision of the Schedule for Rural Schools," County Supt. Milton Melvin, Chestertown; address, "Play," Ada L. Scott, Salisbury; selection, the Cecilian Lady Quartet; address, "Some Accomplishments of a Technical Education—Its Relation to a Public School System," Prin. W. R. King, U. S. N., Baltimore Polytechnic Institute; singing by the Association. 8 P. M.—Singing by the Association; address, Governor Warfield; selection, the Cecilian Lady Quartet; address, Pres. R. W. Sylvester, Maryland Agricultural College; selection, the Cecilian Lady Quartet; address, Prin. George W. Ward, Maryland State Normal School.

June 28, 9.30 A. M.—Singing by the Association; address, State Supt. M. Bates Stephens; address, "Correlation of the Compulsory School Law and the Child Labor Law," Mrs. Mary Wilcox Glenn, Baltimore; selection, the Cecilian Lady Quartet; the reading circle hour, under the leadership of the State Superintendent of Education. 8 P. M.—Singing by the Association; address, "Accepted Theory and Common Practice—Their Divergence," Supt. J. H. Van Sickle, Baltimore; selection, the Cecilian Lady Quartet; address, Prin. Sydney S. Handy, president Maryland High School Teachers' Association; selection, the Cecilian Lady Quartet; address, "the Modern High School," Prin. Arthur F. Smith Lonaconing; singing by the Association.

June 29, 9.30 A. M.—Singing by the Association; report of the committee on legislation, County Supt. A. C. Willson, Cumberland; discussion of the report, miscellaneous business, election of officers.

Doctor E. S. Ferris of Hamilton, O., writes: I have found antikamnia tablets an excellent remedy in all forms of neuralgia. Druggists dispense them and we would suggest your getting a dozen to have on hand in time of pain. Camping and outing parties will do the proper thing by having some in their medical kit for emergency cases.—*Courier of Medicine.*

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Notes of New Books.

Just now when the eyes of all the world are turned towards Russia, and the interest in what will be the outcome of all the turbulence in that country, THE STORY OF RUSSIA, by R. Van Bergen is a most timely book. The author says in his brief preface that in his frequent journeys to the Far East he often found it difficult to comprehend matters, because, while he could not help perceiving that the impulse leading to them came from Russia, it was difficult to discover what prompted the government of the Czar. Mr. Van Bergen says he felt the necessity of studying the history of Russia and he found it so fascinating that he resolved to place it in a condensed form before the attention of our students. He certainly has succeeded and succeeded well in his purpose. His STORY OF RUSSIA is simply, clearly, and entertainingly told. Now is the time to make the most of interest in Russian affairs by having pupils study Russian history, and in no way can this be better done than by the aid of Mr. Van Bergen's book. It is well written, well printed, and well illustrated. (American Book Co., publishers, New York.)

The question of what ought to be taught in the way of high school English, and how this should be taught, has not yet been solved. Teachers are not yet agreed as to how the essentials may best be brought before pupils. A step towards the solution of the problem, however, lies in the form of a text-book by Harriet L. Keeler and Mary E. Adams, both instructors in the Central High School at Cleveland. The book is called HIGH SCHOOL ENGLISH, with the added sub-title, A MANUAL OF COMPOSITION AND LITERATURE. It is evidently the result of the actual class-room experience of two enthusiastic but practical teachers. The work begins nearer the beginning than most high school teachers have thought of doing, namely, by suggesting not only that there is such a thing as the art of reading, but that it is an art which must be cultivated by pupils as a preliminary to the genuine appreciation and understanding of what is good in English literature.

All the essentials to the study of rhetoric are given in the text. The chapters covering these points include: The art of composition, oration, words, sentences, the paragraph, description, versification, exposition, the higher qualities of style, and argumentation. The subsequent material, most of it given in the form of an appendix, is the part of the book that is of interest to the progressive high school teacher, especially the portion which is devoted to the studies of masterpieces of English literature. The types selected for special analysis are those given in the list of college requirements, and the authors suggest practical methods for the study of each one of these masterpieces. The student who has studied any one of the required selections in accordance with the suggestions given here, will not only be ready for college entrance examination upon the topic, but will have gained an understanding of the selection which will result in his retaining its important features in his mind permanently.

HIGH SCHOOL ENGLISH is worthy of the highest recommendation to those interested in the teaching of high and secondary school work in English. (Allyn & Bacon, Boston, Chicago, New York.)

DAYS AND DEEDS A HUNDRED YEARS AGO is a collection of stories of a historical character, for use as a supplementary reader or to supplement the text-book in elementary United States History. The stories, ten in number, cover the years 1780–1787, and the inauguration of Washington in 1789; the story of the cotton gin (1793), a story of 1798, Robert Fulton and his steamboat, a canal journey (1826), the first matches (1828), the first passenger railroad (1830), and the electric telegraph (1844). The authors, Gertrude L. Stone and M. Grace Fickett, evidently understand children and what they like. They evidently know also how to tell a story and tell it well. Ten-year-old boys and girls are sure to enjoy these historical tales. (D. C. Heath & Co., Boston.)

THE BOY, HOW TO HELP HIM SUCCEED, is a collection of articles by Nathaniel C. Fowler, Jr., followed by a symposium of three hundred and nineteen Americans of "marked accomplishment" who have contributed out of their experience a practical recapitulation of the elements of success as seen by them. It is said that nothing like it has even been attempted before. The *Saturday Evening Post* says of it: "That this is interesting—interesting to men who have failed, or have succeeded, to men who are balancing between success and failure, to men who have been boys themselves and now have boys of their own to bring up, to educators, economists, moralists, and to practical men of affairs concerned in the development of their aids and subordinates—most interesting, cannot be doubted."

Among the men enrolled in the symposium are John A. McCall, Charles W. Eliot, George W. Cable, David Starr Jordan, Arthur T. Hadley, General Joseph Breckinridge, Edward Lauterbach, Jacob Riis, William R. Harper, and many others of international reputation. (Oakwood Publishing Co., 29 Pemberton Sq., Boston, Mass. $1.25.)

THE ELEMENTS OF BUSINESS LAW, by Ernest W. Huffcut, Dean of the College of Law, Cornell University, is intended for students in commercial courses in high schools and colleges. It presents the leading principles of business law, together with simple, concrete examples and problems showing these principles in their application to commercial transactions. Abstract discussion and technical terminology have been reduced to a minimum. As a result the essentials may be easily grasped by those not trained to the technique of the subject. A large number of forms, many of them in facsimile, have been introduced, and the methods and purpose of formal documents are discussed and explained. The work not only deals with mercantile and commercial law, but also discusses the law pertaining to general industrial conditions, including the relation of employer and of employe. The aim has been to state as clearly and concisely as possible the law governing the chief industrial and commercial transactions of our day. (Ginn & Company, Publishers, Boston. Price, $1.00.)

Karl Edwin Harriman, whose clever bit of fiction THE GIRL AND THE DEAL proved so popular last year has just brought out another love story entitled THE GIRL OUT THERE. It is a tale of country life, breathing the freedom and freshness of the open, and bringing in some of the best known types of rural characters, such as the country storekeeper, the village doctor, the wily old miser, the bluff but kind-hearted farmer, the village postmaster, etc. The shrewd observations and witty remarks of these children of the soil will be found delightful reading. Here is an example: "If I wuz on a desert island without no calendur nor anythin', I'd know when Sunday'd come 'cause I'd be sleepy after dinner." (George W. Jacobs, Philadelphia.)

No one outside the brotherhood of zoologists would dream that a fascinating book of 350 pages could be written about the frog. Dr. Samuel J. Holmes, assistant supervisor of zoology in the University of Wisconsin has proved that it can be done. THE BIOLOGY OF THE FROG, recently issued from his pen, is a positive relief from the mass of trashy fiction with which the modern American reader is becoming almost nauseated. Dr. Holmes' style is evidently scientific, but it is withal simple and charming. The reader grows more and more interested in the life history of the frog as he makes his way further thru the book. The author says that in writing the book he has had in mind especially, the need of students. Probably the book is, primarily, a text-book, but it deserves to be more than that. The lay reader who has failed to appreciate the fascinations to be found in close, thoughtful scientific study should most of all read it. He will appreciate the wonders of natural history thereby as he never has before. (Macmillan & Company, New York.)

The fifteen studies embraced in the volume entitled SUCCESSFUL TEACHING are the result of selections made from a large number of essays submitted in an educational contest conducted last year, and for which prizes were offered to those who submitted the best essay upon each subject. The subjects covered are: The Value of Psychology in Teaching; The Teaching of Phonetics; Nature Studies; The Various Methods of Teaching Nature; How Best to Gain and Keep Control of the Pupils; The Art of Story-Telling, and Its Uses in the School-room; The Place of Biography in General Education; How to Teach Children to Think; The Advantages of Memory Work; The Value of Word Study and How to Direct It; How to Develop the Conversational Powers of the Pupils; The Educational Influence and Value of Manual Training; How Best to Acquaint Pupils with What Is Going on In the World; How Best to Teach Concentration; How Best to Develop Character in Children; Personality as a Factor in Teaching.

Supt. J. M. Greenwood says in his introduction to the work: "The essays in this volume are intended to help teachers in their daily work; to give them broader views of teaching different subjects, better methods of presentation, and deeper insight into the thoughts, feelings, emotions, passions, desires, and aspirations of a developing human soul. Each essay sets forth in clear language the view of the author, and how in theory and practice a certain phase of educational work, either of subject matter, or the underlying principles upon which it is based, may be used by the teacher, or practised by the child to further his progress.

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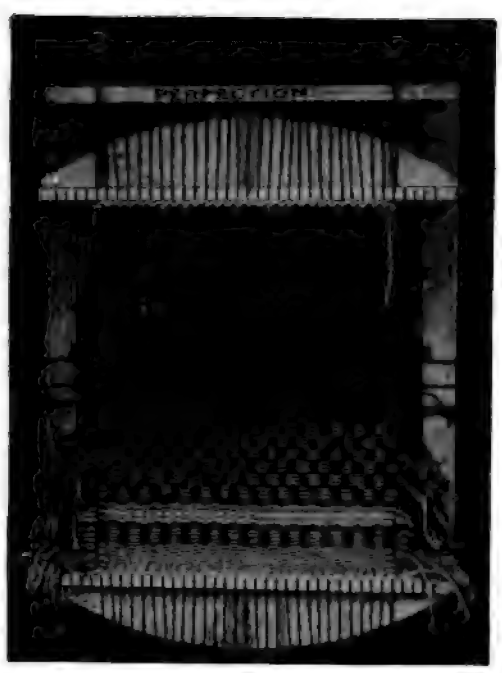

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Fine School at Watertown.

The following description of the new Marshall Spring School of Watertown, Mass., is taken from an article in *The School Magazine*, a publication run by the children of the elementary grades in the public schools of Watertown. The article was written by Ruth H. Paine, Grade IX. It gives one a clear and accurate image of the school. It does more than this: it shows that in at least one Massachusetts town English "as she is taught" is a subject of emphatically living import.

"Years ago, in the eighteenth century," says Miss Paine, "a man named Dr. Marshall Spring lived in Watertown. He graduated from Harvard College in 1762. After leaving college he lived on the island of St. Eustatius, a Dutch West India group, and with that exception he lived all his life in his native town, and during his long life sustained such a high professional reputation as very few men have attained.

"During the Revolution he was a Tory, firmly and fully "convinced of the entire inexpediency of persistency." Yet, on the 19th of April, 1775, he arrived early at Lexington and devoted his best skill to his wounded fellow citizens. He taught the school in Watertown the year after he left college, was Representative of Watertown in 1787, and was many times a member of the Governor's Executive Council. Altho during the war he was a Tory, after that he became a loyal American, as will be seen by the fact that he was a member of the Governor's Council.

"The school (which is named in Marshall Spring's honor) faces Waverley Avenue. It is built in the old Colonial style, with granite base, coarse, red brick, sandstone trimmings, and slate roof. It is located fifteen feet above the street level and is approached by a series of grassed terraces with granite steps.

"There are three entrances, one at either end and the main entrance is on Waverley Avenue. Near this latter entrance there will be a flag-staff of Oregon pine eighty feet in height, with a neat cypress seat at the base.

"You enter the building by wide granite steps and thru the heavy doric porch and come into the main vestibule, which is about eleven feet square, with marble and terrazo floor and dadoed in white enameled brick to the height of ten feet, with a heavy vaulted stucco ceiling.

"From here you pass thru four sets of fly doors and up wide marble steps to the first floor, coming into a corridor one hundred and eight feet long by ten feet wide, with a wide iron staircase leading up to the second floor and down stairs to the basement. Off this corridor are located the wardrobes, emergency toilets, and four class-rooms, each twenty-six feet by thirty-two feet. At the left and right of the main stairway are the teachers' and masters' rooms, each furnished with marble toilets.

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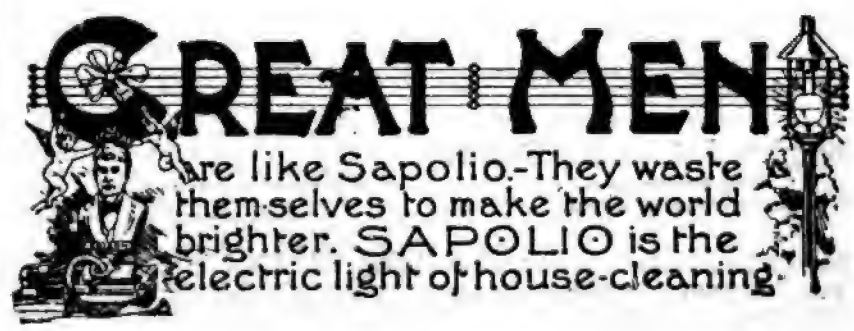

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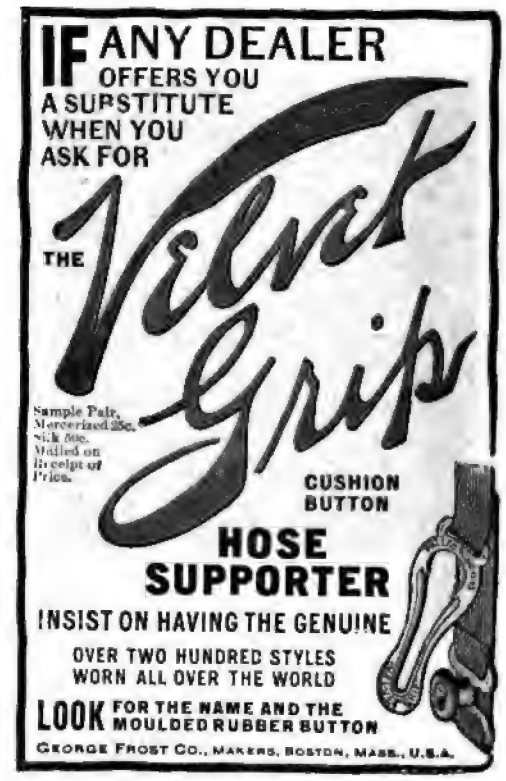

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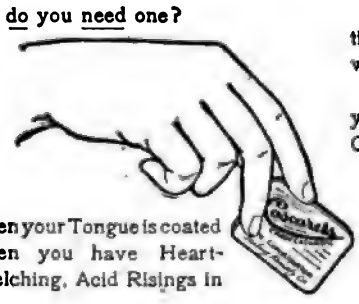

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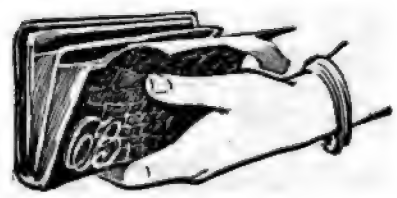

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OSSIAN LANG, Editor.

William T. Harris.

An Appreciation.*

William Torrey Harris has served the United States for seventeen years as Commissioner of Education. His great personality has raised the office from mere respectability to something like the importance it ought to occupy. In a country more economical in the utilization of its really great possessions—Germany for instance—he would not have been permitted to retire, even tho on the eve of his seventy-first birthday; he would at least have been placed so as to remain officially an adviser of the Government.

Dr. Harris owes nothing to the Bureau which occupied a rather obscure and unimportant place before his name became identified with it. His reputation was solidly established, here as well as abroad, long before he took the office; in fact, he had already won an enduring place in the history of American education, in line with Thomas Jefferson, Horace Mann, and Colonel Parker. Jefferson was the first to organize an ideal plan for American education, which is to-day most fully exemplified, perhaps, in the State of Michigan. Horace Mann announced the basal principles of the common school. Parker was an inspirational force which burst the yoke of traditional and Europe-bred scholasticism, and infused in the schools and their methods a spirit in harmony with democracy. Harris has laid the foundation for an American philosophy of education. He is the most commanding figure in the educational field to-day.

Some day the intense study of philosophy inspired, nourished, and developed by Dr. Harris in his St. Louis days will be more adequately recognized than it is now, as a historical influence in the intellectual life of America. Never were the history and the thought of Helas studied with greater ecstasy. Never were the philosophic writings of Kant and Hegel and Fichte invested with more general interest. Never did Homer and Dante and Goethe appeal more strongly to the intellectual leaders of an American community. "Spiritual interpretation of the universe" was the watchword. Gradually the speculative study of education was lifted into prominence. School teaching ceased to be regarded as an occupation fit only for a stepping stone to something else and a biding place for those unwilling to do manual work and not qualified for higher intellectual pursuits. The best intellects were enlisted in the cause. The desire to go to Germany for a study of pedagogy, which took hold of many ambitious teachers, some of whom have since won distinction, was stimulated and nourished by Dr. Harris. The belief spread that the highest services to humanity were those devoted to the bringing up of the young. Under the new dispensation, Colonel Parker was enabled to win victories for the "New Education," and William James, G. Stanley Hall, and John Dewey to find eager disciples. The Herbartians might never have arrived at their own creed, and certainly would not have found an interested audience, if Harris had not been a preacher in the wilderness.

The philosophic circle of St. Louis gave birth to similar clubs in other cities. The Kant Club, of Denver, the Goethe studies at Milwaukee, the "Journal of Speculative Philosophy" were some of the outgrowths.

When failing health compelled Dr. Harris to give up his educational position at St. Louis he became a lecturer at the Concord School of Philosophy. His lectures upon education, especially his keen criticisms of new theories, soon attracted attention to him as an authority. When President Harrison appointed him as Commissioner of Education there was general satisfaction. To the credit of Harrison it should be said that the appointment was not influenced by political considerations, and that in fact he was informed that Harris had not voted for him.

The Bureau at once began to attract attention. Visitors from Europe, Latin-America, Polynesia, and the Orient came to America for light. Washington was the first place they visited in search of information. The marvelous scope of the Commissioner's range of interests became talked about as one of the wonders of the American school world.

Dr. Harris is a most versatile scholar. Latin and Greek are his great joy. He is especially fond of the medieval Latin hymns; "I live by them," he said to the writer, on a recent occasion. It is doubtful if he has an equal in his familiarity with Oriental languages, literature, and customs. A Chinese laundry ticket can open the sluices of his knowledge of the variety of dialects, caligraphical usages, and historical developments of the Middle Kingdom. He is universally considered one of the two greatest living exponents of Hegel. His comprehensive acquaintance with economic theories and statistics have more than once drawn him into the arena to break lances with the advocates of various Utopias.

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When the Spencerian ideas struck America he at once had a laboratory established in the rear of his house, and made a thoro study of biology and related sciences. In mathematics and astronomy he has kept as much in touch with new developments as along other lines of experimentation and pure science. He is at home in architecture, sculpture, and painting. He possesses an unusually intimate knowledge of music; his spiritual interpretation of Beethoven and other classics being a real treat to music-lovers.

His gigantic intellect is always busy. When traveling on the railroad, he is apt to compute the speed of locomotion and the altitude of various points along the road, to note atmospheric conditions, peculiar physical formations of the earth, and botanical phenomena. At one time he greeted the writer, on a car leaving Milwaukee, with the genial question, "What is your opinion of the Logos?" inviting and conducting a discussion which lasted a considerable time beyond our arrival in Chicago and had not fully concluded when his train pulled out of the station on its way to Washington.

With all his seriousness he possesses a delightful humor, coupled with keen Yankee shrewdness. Superintendent Greenwood rightly calls him "the most dangerous man in debate there is to be found in the United States to-day." Everything is clearly classified in his mind and assigned to its proper place in his cyclopedic memory. This, together with his readiness in thinking a point out from beginning to end, enables him to dispose quickly of opposing theories. When Superintendent Maxwell at one time was completely discomfited in debate by Dr. Harris's keen thrusts, some one urged Judge Draper to take the floor, but the latter preferred to keep silence, having, as he said, "a wife and children at home."

He is no orator. Those who know him only from having heard him from the platform are apt to express disappointment. His greatness is in the sphere of thought. There is no better diagnostician of the intellect. What is more, he can almost invariably prescribe at once the work, chapter, or passage in a book, which, if carefully taken in accordance with his instructions, will effect a complete cure. His skill in this department has developed to such an extent that he can at any moment recall not only the bookcase and shelf where the book may be found but also the particular page.

To Dr. Harris, more than to any one else, is due the establishment of the kindergarten in America as part of the common school system. He devised the first rational plan for the just classification and promotion of pupils at school. He was the first to mark out the distinctive purposes and limits of elementary, secondary, and tertiary schools, and to set forth their proper correlation and articulation.

Never a servile follower of German schools of speculation, he has extracted from all the best and has welded it with his American philosophy.

Enthusiastic agitators of new ideas have sometimes called him an arch reactionist, because his calm prevision of the future often puts a damper on most cherished pretensions.

Harris is one of the very few men who can get solid pleasure out of statistics. He fairly revels in them. Rows of figures carefully collated have unspeakable charms for him. He can invest them with life and make them speak with authority when occasion requires. This is probably the reason why, as an interpreter of history, he has no equal among us. From history he has acquired for himself also, the patience to wait for things to take the turn that he is sure some day they must. And in waiting, he carefully watches his opportunities to advance the cause, ever ready to sacrifice minor points for the gain of greater ones.

He stands firmly and uncompromisingly upon a basis of ideas which to him are ethical finalities. The progress of a human being is in his mind clearly divided into distinct steps. It is very amusing at times to hear him assign theories, movements, and public teachers and literary productions to Classes II.; III., or IV. He feels especially sorry for those who have become enveloped in an esthetical fog, regarding an emotional beauty-ideal as the great ultimatum of human aspirations. "Read Goethe's Faust with the comments by "X, Y, and especially Z," is his prompt advice.

Great as is his intellect, his sympathies are equally extensive and expansive. A little child in sincere search for help, a young man puzzled as to his human destiny, a student on the quest for truth, can command his interest and time to almost any extent.

About twenty years ago I was sorely puzzled as to the philosophic scope of the German term *Anschauung* in the pedagogy of Pestalozzi. After reading everything I could find upon the subject and worrying especially over Pestalozzi's own definitions, I set to work to find an English equivalent of equal scope and elasticity. The results of my studies I condensed into an argument of about two hundred words, which I sent to Dr. Harris. As a teacher in a very modest field, unknown wholly to Dr. Harris; I did not expect more than a brief formal note. Imagine my astonishment and joy when I received from the big-hearted philosopher a reply covering several large pages and written in his own hand. The suggestions contained in that letter were of greater help to me in getting on the right track in educational psychology than any reading I had done up to that time.

I have in my possession also, a copy of a long letter written to a small boy who had asked the Commissioner of Education to tell what stories would be most interesting for boys to read. Dr. Harris speaks of the books he himself enjoyed when he was young and then points with special fervor to Walter Scott, whose novels, he adds, he still reads and enjoys.

To my view, Harris's greatest literary contributions are his "Psychologic Foundations of Education; and his book on "The Spiritual Sense of Dante's Divina Commedia."

THE SCHOOL JOURNAL takes its annual vacation the first two weeks in August. There will be no number published for August 4 or 11.

The Attitude of Roman Catholics.

The Catholic Church recognizes thoroly the importance of the elementary school. Wherever possible it establishes parish schools. Sometimes an over-zealous priest carries the insistence upon the provision for daily instruction in the creed too far. Pamphlets have been distributed expressing sentiments inimical to the common schools. Sometimes even penalties are announced for parents who refuse to enroll their children in parish schools. The uninformed not infrequently judge the attitude of the Church authorities by the over-zealous rather than by the facts as they are. For their better information and as a matter of record, there are presented below the essential clauses of an authoritative document issued a few years ago by Cardinal Satolli, "Delegate of the Apostolic See to the United States of America," in the form of a letter "to the Archbishops assembled in New York:"

I. All care must be taken to erect Catholic schools, to enlarge and improve those already established, and to make them equal to the public schools in teaching and in discipline.

II. When there is no Catholic school at all, or when the one that is available is little fitted for giving the childen an education in keeping with their condition, then the public schools may be attended with a safe conscience, the danger of perversion being rendered remote by opportune remedial and precautionary measures, a matter that is to be left to the conscience and judgment of the ordinaries.

III. We enact and command that no one shall be allowed to teach in a parochial school who has not proven his fitness for the position by previous examination. No priest shall have the right to employ any teacher, male or female, in his school without a certificate of ability or diploma from the Diocesan Board of Examiners.

V. We strictly forbid any one, whether bishop or priest—and this is the express prohibition of the Sovereign Pontiff thru the Sacred Congregation—either by act or by threat, to exclude from the sacraments as unworthy, parents who choose to send their children to the public schools. As regards the children themselves, this enactment applies with still greater force.

VI. . . . . Absolutely and universally speaking, there is no repugnance in their learning the first elements and the higher branches of the arts and the natural sciences in public schools controlled by the State, whose office it is to provide, maintain, and protect everything by which its citizens are formed to moral goodness.

For the rest, the provisions of the Council of Baltimore are yet in force, and, in a general way, will remain so; to wit: "Not only out of our paternal love do we exhort Catholic parents, but we command them, by all the authority we possess, to procure a truly Christian and Catholic education for the beloved offspring given them of God. . . .

VIII. The Catholic Church in general, and especially the Holy See, far from condemning or treating with indifference the public schools, desires rather that, by the joint action of civil and ecclesiastical authorities, there should be public schools in every State, according as the circumstances of the people require, for the cultivation of the useful arts and natural sciences; but the Catholic Church shrinks from those features of public schools which are opposed to the truths of Christianity and to morality; and since, in the interests of society itself, these objectionable features are removable, therefore, not only the bishops, but the citizens at large should labor to remove them, in virtue of their own right and in the cause of morality.

IX. It is left to the judgment and the wisdom of the ordinaries to decide whether, in a certain part of their respective dioceses, a parochial school can be built and kept up in a fitting condition, not inferior to the public schools. . . .

XII. . . . Statistics show that hundreds of thousands of Catholic children in the United States of America attend schools which are under the control of State Boards, and in which, for that reason, teachers of every denomination are engaged. Beyond all doubt the one thing necessary, *i. e.*, religious and moral education according to Catholic principles, is not to be treated either lightly or with delay, but, on the contrary, with all earnestness and energy.

The adoption of one of three plans is recommended, the choice to be made according to local circumstances in the different States and various personal relations.

The first consists in an agreement between the bishop and the members of the School Board, whereby they, in a spirit of fairness and goodwill, allow the Catholic children to be assembled during free time and taught the catechism.

The second: To have a catechism class outside the public school building, and also classes of higher Christian doctrine, where, at fixed times, the Catholic children would assemble with diligence and pleasure, induced thereto by the authority of their parents, the persuasion of their pastors, and the hope of praise and reward.

The third plan does not seem at first sight so suitable, but is bound up more intimately with the duty of both parents and pastors. Pastors should unceasingly urge upon parents that most important duty, imposed both by natural and by divine law, of bringing up their children in sound morality and Catholic faith. Besides, the instruction of children appertains to the very essence of the pastoral charge; let the pastor of souls . . . . have classes of children in the parish such as have been established in Rome and many other places, and even in churches in this country, with very happy results.

Nor let him, with little prudence, show less love for the children that attend the public schools than for those that attend the parochial; on the contrary, stronger marks of loving solicitude are to be shown them; the Sunday School and the hour for catechism should be devoted to them in a special manner. And to cultivate this field, let the pastor call to his aid other priests, religious, and even suitable members of the laity, in order that what is supremely necessary be wanting to no child.

Articles in July Magazines of Special Interest to Teachers.

HARPER'S MAGAZINE.

The Habits of the Sea. Edward S. Martin.
William Dean Howells. Mark Twain.
Radium and Life. C. W. Saleeby.
Decisive Battles of the Law. Frederick T. Hill.
A Guild of Carpenter Ants. H. C. McCook, D. D.

SCRIBNER'S.

Canada's New Transcontinental Railway. Hugh D. Lumsden.
The Grand Trunk Pacific. Cy Warman.

THE CENTURY.

Senator Hoar. In Memoriam. Canon Rawnsley.
China Awakened. Joseph F. Griggs.
Why do the Boys Leave the Farm? L. H. Bailey.

ATLANTIC MONTHLY.

Some Aspects of Journalism. Rollo Ogden.
An American View of British Railways. Ray Morris.
Henry Sidgwick. William Everett.
Our Unelastic Currency. George Von L. Meyer.

MC CLURE'S MAGAZINE.

The Story of Life Insurance. Burton J. Hendrick.
Reminiscences of a Long Life. Carl Schurz.
The Career of Carl Schurz.

APPLETON'S MAGAZINE.

The Supreme Court and Coming Events. Frederick T. Hill.
The Commercial Side of the Monroe Doctrine. Harold Bolce.

NORTH AMERICAN REVIEW.

Henrik Ibsen. W. D. Howells.
Reasons for Continued Chinese Exclusion. George C. Perkins.
The Independent Press: Its Opportunities and Duties. Samuel Bowles.
New Light on the Mecklenburg Declaration. D. Addington Bruce.
College Students as Thinkers. Charles F. Thwing.
American Divorce Law. Wilbur Larremore.
Renaissance of the Alchemists. Joseph H. Coates.
Rembrandt: Interpreter of the Twentieth Century. The Rev. Dr. W. E. Griffis.
Lawyers and the Trusts. Frank Gaylord Cook.
Social Ideals. Charles Waldstein.

THE TECHNICAL WORLD.

Are There Men on Mars? Prof. William H. Pickering.
Exporting California Breezes. Wilbur Bassett.
Electricity as Housemaid. Sidney James.
Great Canals and their Builders. William R. Stewart.

THE CRITIC.

An Appreciation of Ibsen. William Archer.

THE ETUDE.

The Musical Education of the Young. J. Dalcroze.

THE FORUM.

Types of Recent Biography. Prof. W. T. Brewster.
Educational Outlook. Ossian H. Lang.
Economics and Politics of the Reclamation Service. F. W. Blackmar.

Letters.

Pedantic Advocates of Slang.

Two papers published recently must elicit the indignant protest of students of the English language. Both papers, intolerant, almost offensive in tone, "let in no light" except to show the complacent pedantry and extraordinary egotism of the writers; indeed, it may appear that the main object was to make an exhibition of strained (yet unstrained) evidence far-fetched and distorted, always pleasing to pedantic minds.

The suggestion comes that these self-appointed guardians of the language have pre-empted the trial and training ground of the language, and by force of arms, anathema, and derogation, resent the intrusion of all trespassers.

Professor Lounsbury of Yale College, "than whom" (sic) says Prof. Edwin W. Bowen of Randolph-Macon College, "there is no higher authority in America on the history of English," contributes to *Harper's Magazine* a paper entitled "Pedantic Usage." According to Professor Lounsbury, a pedant is one who says: "To-morrow will be Sunday" instead of "To-morrow is Sunday," and adheres with fanatic (sic) zeal to accepted grammatical forms; and in the first paragraph of "Pedantic Usage," the professor, quoting De Quincey, the lunatic, says that such pedantry (sic) once diffused thru a nation could not but (sic) stiffen the natural graces of composition, and weave fetters about the free movements of human thought."

That is a new adaptation of an old dogma, namely, that the adherence to the established standard in any phase of human activity is monotonous and possibly generally contrary to the natural bent of advocates of absolute freedom. Pope Alexander VI. doubtless favored the same theory when indulgences were granted to his subjects.

The greater part of Professor Lounsbury's paper, however, is devoted to the defence of a disputed locution—the passive voice followed by an object. Probably the students of English generally will not agree with the professor, and it is possible that he does not expect to be upheld by "cumulative approval." It is evident even to the illiterate driver that a "team" makes the best appearance and is most serviceable when the horse precedes the wagon, but the professor attempts to prove that the horse should follow the wagon, and in support of his theory quotes famous yet careless drivers who were interested in reaching their destination by the shortest route by any vehicle, tip-cart or landau, available.

Professor Lounsbury has declared emphatically in earlier articles that the English language is not a dead, inert thing, but that it makes new growth, discards the old, and is continually advancing to greater heights of excellence and usefulness, and yet to find props for a doubtful construction, he goes back four hundred years to rummage in the dead wood of the back yards of literature; and this retrogression, and the manner of it, suggest the art of the pedant.

The professor says further: "It is not particularly creditable to the English-speaking race that at this late day any necessity should exist of defending a construction like the one under consideration." There is no necessity, and no one man is sole custodian of any part of the English language.

Professor Lounsbury declares, substantially, that the grammarian without knowledge of literature has no credentials as critic of the language, and should have sense enough to keep his thoughts in the background under lock and key; this slur has not sent the grammarians to the woods, but it has pleased the lame, the halt, and the blind who are looking for *excuse for* their ignorance or carelessness in the use of English. One editor, commenting on the wisdom of the professor's paper shouts frantically: "The grammarian who is a grammarian and nothing else, should be hooted out of the field." Thus does Professor Lounsbury teach the editorial idea how to shoot. Considering the English of the explosive editor, it is not surprising that he should advocate the suppression of the grammarian.

But the most extraordinary attack on the English language is that made by Prof. Edwin W. Bowen of Randolph-Macon College in his paper on "What is Slang?" in the *Popular Science Monthly*. Professor Bowen quotes Professor Lounsbury and hence both are responsible. A part of the paper, including the quotation from Professor Lounsbury, was printed in a daily paper under this title: "Why you should never be ashamed to use slang." This newspaper claims to have a million readers.

The spoken language is not so pure as it was twenty-five years ago, owing to various causes, but chiefly to the growth of slang; since slang began to be a prominent factor, parents and teachers have opposed strenuously and attempted to ward off and drive away the unclean harpy, and prevent it from fouling the language; and the rod scored in the defence of the language, for the belief prevailed, apparently, that slang could be whipped out of the mind like dust out of a carpet. Parents and teachers may continue to "dust" jackets for the benefit of slang-tainted minds, but to what end when so-called masters of the language shout their advocacy of the use of slang from the housetops?

A boy returns from school and his father questions him:

"Been to school all day?"
"Yep."
"Learn all your lessons?"
"You bet!"
"Punished or reprimanded for anything?"
"Gee! Not on your life!"

The father may protest against this defamation of the language, lack of respect for the parental head, and refer to the rod, but the boy, if one of the million readers referred to, might reply:

"Why, father, Professor Lounsbury of Yale College, a mighty man in English, and Professor Bowen of Randolph-Macon College, say in the Daily —— that we should never be ashamed to use slang, that slang performs a certain necessary function in the development of language, and they say, further, that it is no longer proper to refer to slang with supreme contempt, and that slang is the recruiting ground of the language, and is in reality idiom in the making."

Professor Bowen "calls names"; the opponents of the use of slang, he designates as "pedants," "the half educated" (that's the worst), "precisionists," "self-appointed guardians of the language," "sticklers," and "purists."

In closing, Professor Bowen says: "This article is not a brief (if it is a brief for anything, it is not a brief brief), for slang—far from it—but it is to call attention to the fact (sic) that slang is not to be condemned absolutely as the main source of corruption of our speech (What is the main source of corruption?) as some assert; but that contrariwise it is an important factor (sic) in the growth of our vernacular, and serves, at least the best of it, (Who has discovered a choice in rotten apples?) a useful purpose in repairing (sic) the resulting waste (there is no waste) which necessarily occurs in English as in every spoken language."

Let parents and teachers and all advocates of the "refinements of education" in general, and the maintenance of clean, pure speech in particular unite in their efforts to separate the language of the slums, the race-course, and saloon from the speech of the school, the drawing-room, and the fireside.

Providence, R. I. GEO. A. STOCKWELL.

Music in the Schools.

By ALYS E. BENTLEY, Director of Music, Washington, D. C.

The practical value of music in the public schools as compared with the value of other subjects in the school curriculum is a subject that is never discussed fairly. "Discussed fairly," why, bless your heart, it is never discussed at all, because most school officials will not even let you begin to talk upon the subject. So I have used the word "fairly" for the reason that, like all music teachers, I desire to be mild in my statements.

If ever there was a down-trodden, mild, sit-way-back-in-the-corner set of people in the world, it is the music teachers in the public schools. It does not matter whether it is the old teacher who has spent his or her life in loving service, working under such discouraging conditions that he finally gives up and becomes just the "old music teacher"; or the young teacher just beginning with hopes and courage high: the story is the same. When we come into the school-room, bursting with some new enthusiasm, we are all told "No, it can not be done." Talk to the average school official, superintendent, or director, and this is the typical point of view: "Yes, I think it is nice to have music in the schools, but you see we must not let it interfere with the other subjects." The high school principal will talk to you about the time consumed in the football practice, the debating society, and Latin, always, always, Latin. The grade teacher will talk to you about the claims of grammar, arithmetic, common fractions, until we really are beginning to wonder whether music should have a place in the school program. Now, are the music teachers all wrong or are the educators partly wrong, because we would never dare say the educators were *all* wrong.

I think if we could have a talk with parents, we would get some fine data for our side of the argument. Go into any school-room in a city or large town and ask this question: "How many children are studying music, either piano, violin, or voice?" See the hands come up; in some city schools nearly every child will be found to be studying music in some form, outside of school. Think, too, of the labor and money it has cost to get one little tune out of some children.

> What's the use of practicing, for little boys like me,
> It never does me any good, as far as I can see.
> I play my scales both up and down and make my fingers sore,
> And when I'm thru I play my scales no better than before.

This little song from a delightful book called "When Little Boys Sing," by George Carpenter, must surely strike a responsive chord in the hearts of all faithful teachers, parents, sisters, and fond aunts. The average child who can study music in any way, can at the most have only two lessons each week. He can do very little practicing because he does not know how. The effort to make him practice sometimes breaks up a happy home, and in nine cases out of ten, it is of no use, so that at the age of fourteen or fifteen most children, not having accomplished much beyond playing chords or chop-sticks, give up the study of music. To really gain ground, a child should have a music lesson every day the first two years of his music study. If this can not be accomplished, his musical education is a hopeless task, unless the public schools supply the necessary supplemental training.

I hear you protesting that such a plan is not practical because, in the first place, it would take time away from other subjects. Let us talk about these other subjects. Consider for a moment the first year of a child's life in school. The first thing required of it, is that the child shall hear and see. All of the teacher's energy is directed to training and developing sense perception. It must follow, then, that it is of the utmost importance *what* the child hears. It would greatly lighten the task of the young teacher, struggling to catch and hold the attention of her class with "I have a red apple," or "See the pretty maple leaf," could she but realize that the music lesson, if properly conducted, would bring her this result. Talk about the teaching of fractions that we spend so much time upon, "the common fractions," most uncommon in the business world! Surely our music is not more unpractical, and yet the fractions have come to stay.

What are we going to do with the child who has never been trained to listen and to hear? Half the children in the first, second, and third grades are dull and backward because they cannot hear. What is the use of all this drill and work upon the three R's, if in the drill you do not get the whole child?

Talk about Latin in the high schools! If we music teachers had the power to put up the arguments for music that Latin teachers put up for their subject, we would not have such a hard time. But we can't. The Latin teacher will tell you that a child *must* have Latin in order to live. The Latin teacher will say that in order to study law, a boy must know Latin. Now ever so many law students, some of whom have been studying law for three years, have told me that they have not yet needed Latin. Please do not misunderstand me. I would not discourage the study of Latin, arithmetic, nature work, or drawing. They are all right, each has its claim to a share of the teacher's attention; but why tuck music way back in the corner and never give it a chance? Once give music the same chance, the same advantage that you give to other subjects the children all over this country would be more alive, more alert to hear. We would have sympathetic listening, which is a big step toward good discipline. We would not have so many unruly boys. We would have more of that splendid thing known as school spirit. All of these things which the teacher feels to be so important to the average American boy and girl of to-day, would become much simpler and easier of attainment if only music were taught in the public schools as it should be taught, given an adequate share of time in the program, and an intelligent treatment as one of the vital subjects in the curriculum. So much for the claim of music in the public schools.

Now, just a word on the parents' claim for this work. There is no subject that is so great a drain on the purses of parents as is the subject of music. Surely children are not studying drawing to any extent out of school. Languages? Yes, some. Mathematics? Very little. But just stop to think of the children studying music outside of school. The money spent on music, as taught thru the average private teacher is practically wasted. Ask any private teacher, and he will agree to this, and for the reason that his work, at best, is desultory, and must cover too wide a field. All the preliminary work; ear training, rhythmical development, knowledge of time, keys, scales, and above all, appreciation, could and should be taught in the public school, but I fear the date is far distant when this technical training in music will be established in the schools thruout the country. Wherever music is being taught with any degree of success in our schools, it is done because of the personal interest and enthusiasm of the teacher. Music in the schools to-day is treated very much as the common beggars of a town or city are treated. Every one is fairly kind. Now and then people are dropping pennies, sometimes an organization will help for a little while, but nowhere are we taking hold of the real problem, and working at it from a practical point of view.

President Hadley on Professors and Question of Athleti

President Hadley of Yale, in his report for the current year discusses some needed improvements in university organization.

"Heads of departments," he says, "ought to be fewer in number and better paid. We have too many full professors and, partly as a consequence of this, we pay them too small salaries.

"The first step toward reform is to recognize the principle that no man should be appointed to a full professorship in any subject merely because that subject needs to be taught. If there is a man of eminence in the subject who has a genius for discovery or teaching, the fact that such a gap exists creates an additional reason for calling this man to a professorship. But if no such man is to be found the place should be filled by an assistant professor. The fact that we have departed from this principle in the past, and now have on our faculties as full professors a number of men who ought to be only assistant professors, does not alter the necessity for a change of policy in this respect. I am glad to say that nearly all the members of the several faculties of the University cordially accept the principles here laid down, and are willing to try in future to appoint none but a first-class man to a grade higher than an assistant professor, even tho this policy may for the moment apparently weaken the strength of our teaching force. This weakening will be apparent rather than real. There is nothing which really weakens the teaching force so much as the permanent appointment of a man of the wrong type, who lowers the standard held before the students and blocks promotion among the younger instructors. It is far better to have a subject taught by ambitious young men, who see an opening ahead, than by a somewhat older man, who has little to recommend him except his maturity.

Increase in Professors' Salaries.

"With the diminution of numbers, an increase of salaries can follow as a matter of course. This process has already begun and many of the professors who have hitherto received $3,750 are now to receive $4,000. But this should be regarded as only a beginning. Just as soon as the University finances admit it, there should be a further increase to $4,500, and then to $5,000 or even $6,000. There should also be an increase in the number of assistants, who can relieve the professor of the burdensome necessity of reading papers or directing some of the details of individual study.

"We must, however, guard ourselves against the danger of creating a separate or privileged class of research professors. We want the opportunities for research and investigation distributed as widely as possible thruout the teaching force and the student body. We cannot, under the existing circumstances, pay our junior instructors as large salaries as we should like to do, or as the work of many of them deserves; but we can at least give them the fullest chance to show what they have in them. If we have as heads of departments, men who are competent to look after results, we can leave their assistants utmost freedom in the choice of means. We make a university a good place for an instructo student of any grade who thinks that he has s thing to discover. In each new laboratory tha establish or in each new appointment to the head of an old laboratory, we set forth clearly the fact it is to be open to the use of junior instructors graduate students, just as far as the circumsta allow, to work in the way that they think prom rather than in the way that the chief thinks pro ing. This will result in a good many mistakes in some waste which might have been avoided; it will result in vastly increased efficiency and great many discoveries which would otherwise l been prevented.

"A committee of the University Council is arr ing plans for increased opportunities for publica of new discoveries in various lines—a matte which, during recent years, our facilities have l inadequate."

The Value of Athletics.

In the admirable report on athletics, read to University Council by a committee composed Professors Woolsey, Pirsson, and Lewis, the repo the committee, while recognizing clearly many o evils connected with athletics, uttered the follo significant and truthful words:

"The real value of athletics to Yale Universit in their good influence on the student morale. influence works chiefly in two ways: first by sti lating individual energy and enthusiasm, second, by strengthening the sense of unity and darity in the heterogeneous student body.

"The so-called 'Yale spirit' is largely due to t causes. The benefits which a Yale student der from the studies of his curriculum and those whic derives from his social environment are incomr surable; but of the highest value among the la are a strenuous enthusiasm for individual achi ment and a deep sense of regard and responsib for his fellows. These things were well known fore athletics became a salient feature of college but athletics have been probably the chief ager preserving the virtue of the small college thru complex expansions of recent years—and not onl preserving but in strengthening it. This spirit, the force of the student opinion which proceeds f it—a force which often goes astray, but in the r works for manliness and integrity—are among most valuable assets of the University. * *

"The long-standing policy of the Universit namely, to leave the control of athletics in the h of the students, and to interfere only when inte ence is necessary in defense of curriculum stand —has amply justified itself. Control by the stud in consultation with graduates rather than inst tors, is at the bottom of the spirit already referre Under faculty control some of the evils coulc cleared away, tho by no means all, but much of good would go with them."

N. E. A. Incorporated.

The Senate last week passed without amendment House Bill 10,501, to incorporate the National Educational Association of the United States. The purpose of the corporation is to elevate the character and advance the interests of the profession of teaching, and to promote the cause of education in the United States. All property used by this association in the District is to be exempt from taxation.

The National Educational Association was incorporated under the Revised Statutes of the District of Columbia, Feb. 24, 1886. By the terms of the certificate, the existence of the corporation was limited to twenty years. In order to provide for this contingency the association directed that action be taken to continue the corporate existence of the association. The Bill in its character and general form is similar to the act passed by Congress incorporating the Carnegie Institution.

The bill in detail embodies the provisions of the present constitution and standing resolutions of the National Educational Association, and provides for the continuance of the present system of organization and administration, and for the continuance in office of the present officers of the association until their successors are elected.

The bill also provides that the "permanent fund" of the present association, which represents the accumulated savings of the members of the association during many years, when transferred to the corporation created by the bill, shall be held for and applied to the specific educational purposes of that corporation, under carefully guarded limitations, subject to the existing liabilities of the present association, and that an annual report of the property and expenditures of the corporation shall be filed with the Commissioner of Education of the United States. Incorporation by act of Congress rather than under general laws is especially desired by the association in order that any diversion of this fund from the purpose for which it was created may be rendered impossible.

Schools of the District.

The reorganization of the Washington common school system was one of the measures passed by the Fifty-ninth Congress. A board of twelve medical inspectors of the schools has been established. Each member is to be paid $500 annually. These inspectors will be appointed by the Commissioners after competitive examination. They must have had at least five years' experience in the practice of medicine in the District. They are to perform their duties under the health officer.

The operation of the Compulsory Education Act, which was enacted earlier in the session, may be put into effect, as Congress has appropriated $27,372 to rent, equip, and care for temporary rooms for classes above the second grade now on half time, and to provide for the estimated increased enrollment that may be caused by the operation of the Compulsory Education Act.

For the extension of the McKinley Manual Training School $135,000 has been appropriated, and money has been provided to acquire a lot adjoining that school on the south.

A site containing 67,944 feet, at the corner of Harvard and Eleventh streets, will be purchased as a site for a future normal school, practice schools, and a high school. Anacostia will get an eight-room school, and Brightwood Park and Deanwood each get a four-room building.

An appropriation of $10,000 was made for the maintenance, supervision, and equipment of the outdoor playgrounds.

A Quotation that has Teeth.

Dr. L. Gurlitt says in a German school journal about the normal school master: "You intend to reduce me in thoughts and words to the level of the normal, i. e., correct, schoolmaster. That's the very thing I reject; not for my own sake alone, but also for our profession, our youth, aye, for our Nation. I maintain, that the normal teacher, that is, the one who lives his life in approved lines of thought, is a national misfortune. Human beings differ; only by constant drill in youth can they be made uniform, as they are actually made in the teaching profession. Our individuality is killed. . . . . Look at the educational literature of former generations, before our schools were uniformed by regulations. What a variety of characters and actions! And then compare with that our present thousands of normal teachers who are sworn in upon uniform text-books, uniform methods, uniform time tables! What becomes of the main thing: the personality? . . . . . Many things in our modern mass education displease me. . . . . Also the tone of our pedagogical literature. It is too sober, too abstract, too impersonal. It is admitted even by orthodox persons, that our present educational books can scarcely be read without a deal of self-restraint. And then see how much enjoyment is derived from Rousseau and Locke. Both wrote with the heart and with passion. But then, passion is unmethodical, unscientific, unwise; it might hurt others who think differently. Pedagogy, more an art than anything else, has become a dry science."—Tho written for Germans it may have its application in other countries.

U. S. Bureau of Education. L. R. KLEMM.

This is the week of the American Institute convention.

THE SCHOOL JOURNAL publishes fifty numbers a year. This allows of two weeks' vacation for the editorial office. There will be no issues in the two weeks following July 28. The next number after the last week of this month will appear under date of August 18.

Congress has granted a charter to the N. E. A. The reorganization is substantially the same as recommended by the trustees at the Asbury Park convention.

The teachers of Paterson, N. J., have at last won their long fight for more equitable remuneration. The total increase of salaries amounts to about $30,000. The schedule prepared by Dr. William E. Chancellor, the valiant superintendent, was adopted, without change, to date from June 1, 1906.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, $2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE ($1.00 a year) and EDUCATIONAL FOUNDATIONS ($1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, $1.25 a year. A large list of teachers' books and aids is published and kept in stock.

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The Relation of Children to the Industries.

REPORT OF THE SUB-COMMITTEE OF THE MASSACHUSETTS COMMISSION.

Investigation conducted by SUSAN M. KINGSBURY, Ph.D.

I. The Problem.

It has been said that the years from fourteen to sixteen are the "wasted years" of the child's life. The application was made to the child who enters upon his industrial career at such an age, and when we find that 25,000 of the children of the State of Massachusetts are at work or idle at those ages, we are led to believe that this is the most important question which faces the educational world to-day.

The State releases the child from its educational authority at fourteen, and the child who is no longer interested in the inactive school life, or who feels the stress of necessity for self-support, is forced to search for an opportunity to fit himself for industrial responsibilities. What awaits him? No schools exist which offer practical training until he is at least sixteen or eighteen, and even then they are few in number and usually at a great distance from the child's home. He must turn to the "practical school of life" and seek employment, only to find that the doors of those industries which would afford him an opportunity "to pick up a trade" are not open to him until he is sixteen, or usually eighteen years of age, while very few of the so-called apprenticeships receive him under eighteen. Even in the unskilled industries of the better class, proprietors are becoming more and more averse to the employment of the younger child. The result is that he drifts into an unskilled industry, or into one which is undesirable in character.

Are these years wasted? It is to answer this question that this committee was formed, and in its endeavor to do so it has studied the subject under the following heads:—

First.—What the children of fourteen and fifteen are doing thruout the State.

Second.—What the educational and economic value of these years has been to the child at work.

Third.—What the educational and economic value of these years might be.

Fourth.—What the economic status of the parents of these children is, and how necessary is the income of the child.

Adequate conclusions cannot be reached without a close personal study of the factory, of the school, and more especially of the home. Furthermore, these questions cannot be answered without a knowledge of a large number of industries of every grade, a study of several communities of every type, and personal visits to many families of every class. Consequently, this investigation has been conducted in forty-three of the cities and towns of the State, in every section of the State, and has followed 5,459 children into 3,157 homes and into 354 establishments, representing fifty-five industries.

In order to study the environment of the child, we have personally visited the homes of children at work under twenty years of age, and, by interviewing the parent, usually the mother, we have been able to learn:—

First.—The school history of the child, —that is, the age when he left school; the grade completed; the reason for not continuing longer in school; and upon whom should rest the responsibility of his leaving.

Second.—The industrial history of the child,—that is, the various employments in which the child has been engaged; the wag ceived; and the advance in a single industry c change from one industry to another, with the sequent effect on his stability of character.

Third.—The financial and social status o family, including the size of the family incom proportion of income which is derived fron children, and certain constant expenditures su rent and car fares.

Fourth.—The thrift, industry, and ambition family.

Fifth.—Especially the attitude of child and p toward continued education, and the ability c parent to afford such opportunities to the c This decision in every case has taken into consi tion the appearance of the home and of the pa and the per capita income exclusive of rent, in ing each member of the family from the you to oldest. Furthermore, the present or past e diture of money for educational purposes, su music lessons and business courses, has be guide.[2]

The query naturally arises as to the reliabili information obtained from the home, but se facts make us confident that the statements ma parents are true: first, the repetition of rents o same street or in the same community; secon repetition of wages in the same industry; and the repetition of experience from home to h But the most convincing proof that the mothe answered truthfully the questions concernin home and her child comes from the continue pressions received by the five investigators have visited the homes of 3,157 families, and the record of the industrial history of 5,459

[1]The investigation has been made by five young w four of whom are college graduates, who were especially to gain the confidence of the parent, and to portray the of vital importance with regard to the conditions, attit mind, and financial status of the family.

[2]In grading the families, the term good grade has bee to describe the thrifty, comfortable home, in which the weekly income, exclusive of the rent paid, is $3 or ov person. The low-grade family is one which is shiftle unambitious, with a per capita income of less than $2. wages of the children between fourteen and sixte omitted.

The Stout Training Schools, Menomonie, Wis. Hon. J. H. Sto Founder and Promoter. L. D. Harvey, Superintendent.

vidual boys and girls who are at work under twenty-four years of age.

When we state that this represents an acquaintance with the home conditions of a number equal to about one-fifth of the children who are employed at fourteen and fifteen years of age thruout the State, we feel that we are justified not only in claiming the truth of the statements presented, but also in declaring that we have gained a true picture of conditions in every section of the State. [1]

We have not, however, been content with the information received from parents, but have gone into the industry, and have interviewed employer, superintendent, or foreman, to discover what the children were doing; what value their work has been both as to education and as to wage; what has been their stability and their productive value; what opportunity for advancement existed in wage or position; and what better opportunities might have come with better education.

The veracity of such returns might again be questioned; but the unfailing courtesy of employers and superintendents in their endeavor not only to answer the questions asked, but also, in many cases, to aid the investigator to get at the truth by opening their books, by furnishing addresses of employes, and by permitting the visitor to interview foremen, second hands, or employes thruout the factories, has convinced us that employers have been quite as accurate as parents. Furthermore, similarity of the returns gained from the visitation of 354 firms, representing fifty-five different industries, in forty-three cities of the State, scattered from North Adams to New Bedford, attest the validity of our conclusions.

The printed returns from the public and parochial schools do not give the facts essential to a knowledge of this subject; therefore we have discovered, by correspondence with all of the superintendents of schools in the State or superiors of the parochial schools, the age and grade at which the children leave school, and the proportion which continues in the high school and that which leaves during the grades, after graduation from the grammar grades, or during the high school. [2]

It may be a matter of interest to many to know how the names of individuals and of firms were obtained for this work. The age and schooling certificates, filed in offices of superintendents of schools, and lists secured from employers, furnished addresses for children under sixteen, while the latter resource alone was available for those over sixteen. In Boston, Lowell, and North Adams the addresses of those leaving school were obtained from the schools, and in Cambridge and Lowell addresses were secured from the census. [3] The names of firms came from the records of age and schooling certificates, from directories, and as a result of personal inquiry in the several cities.

II. What Children are Doing.

It is persistently asked, how many children between fourteen and sixteen are at work in the State? This is a fact which has never been known. The arrangement of age periods in the census of 1895 fails to afford the data, and the figures given in the volume of manufactures of the 1900 census for some twenty cities refer to employments in manufactures only. But an estimate based on the special returns received from superintendents of schools for this investigation shows that 25,000 of the children of the State are at work or are idle. This is corroborated by estimates based on the manufacturing volume of the 1900 census and on the Lowell census. [4]

The question as to what preparation these children have had before they assume responsibilities is quite as important as the kind of work they enter. It is unfortunate that so many of our children are thrown upon the world at fourteen or fifteen, but it is more unfortunate that only about one-sixth of these have graduated from grammar schools. [5] Do we wonder that the constant cry of employers is for more intelligent workmen, when we find that, of the children at work between fourteen and sixteen, five-sixths have not had the training of the grammar schools, over one-half have not passed beyond the seventh grade, and one-quarter have had less than six years' schooling? [6]

Viewing the subject from another point, we find that the industrial world claims three-quarters of the graduates of the grammar grades with no further preparation, except the small minority who have had a year or two of high school work. [7]

It remains to discover what industries these 25,000 children are entering, before we attempt to follow them into their homes and their work, in order to decide upon the adequacy of their preparation, and upon the meaning to them of such years spent in the industrial world.

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[1] Many of the individuals investigated are between seventeen and twenty years of age, since it has been our purpose to discover the history for five or six years of those beginning work under sixteen years of age. Nevertheless, these individuals represent conditions of an equal number of those at present under sixteen who are at work, since 81 per cent. of them began work under sixteen.

[2] Returns were received from school superintendents of districts representing 90 per cent. of the total population of the State, and from two-thirds of the parochial schools.

[3] An act of the Legislature, permitting the census office to furnish these lists, enabled a large number of returns to be secured during the last month of the work. It is unfortunate that is was impossible to obtain such a privilege earlier. The lists which were taken from the employment tickets were apt to be unsatisfactory, since in many of the cities the name of the industry which the child entered and the address of the child were not preserved at all, and in almost every city such data earlier than 1903 had been destroyed. Furthermore, the addresses were often found to be unreliable, and the names of the employers or foremen illegible. As a result, lists of those employes who are at present twenty years of age or under have been obtained from the firms. In addition, for the purpose of reaching all classes of families and all sections of certain cities,—Boston, Lowell, and North Adams,—the names of all children who have left school to go to work have been secured from the head masters of schools in better districts, and also the names of the graduates of the grammar grades who have not gone to the high school, but have commenced work.

[4] This percentage is borne out by the returns of the Lowell census for 1905, especially prepared for the Commission by the Bureau of Statistics of Labor:—

City.	Foreign Born	Native Born	Totals.
Lowell:—			
At work at fourteen	183	269	452
At work at fifteen	318	658	976
	— 501	— 927	— 1,428
At school at fourteen	127	995	1,122
At school at fifteen	55	519	574
	— 182	— 1,514	— 1,696
Total number of children,	683	2,441	3,124

[5] This is necessarily a rough estimate, based on the number graduating for two years, the number entering the high school for two years, and the per cent. of graduates that are fifteen years or under.

[6] Statement of the age and grade of those at fourteen and fifteen who leave school before graduation: 39 per cent. of those who do not graduate leave at the close of the sixth grade, or before; 64 per cent. of those who do not graduate leave at the close of the seventh grade, or before; 89 per cent. of those who do not graduate leave at the close of the eighth grade, or before.

[7] Statement of the proportion of graduates of the grammar grades which enters the high school, goes to work at once, or drops out of the high school: 81 per cent. of those who graduate from the grammar grades enter the high school; 80 per cent. of those who graduate from the grammar grades are under sixteen years of age; 50 per cent. of those who enter the high school drop out within one or two years; 60 per cent. of those who graduate from the grammar grades enter the business world without graduating from the high school, probably within one or two years.

Thirty-three per cent. of the children of this State who begin work between fourteen and sixteen are employed in unskilled industries, and 65 per cent. in low-grade industries; thus a little less than 2 per cent. are in high-grade industries.[1] This statement in itself, however, does not reveal the exact situation, even as far as these selected groups are concerned, since carpet, woolen, and knitting mills claim the greater part of the children in low-grade skilled industries. These industries are not as desirable as many of the other low-grade industries, such as jewelry, pamphlet binding, machine operating, and work with toys, in which children under sixteen are not received.

Should we classify all of the mills with the low-grade skilled industries, we should find 69 per cent. of the children in these undesirable industries, and but 26 per cent. in the low-grade skilled industries.[2]

It is essential, even at the expense of time and space, to understand the grade of work required in the various occupations of the several industries, before we can know what it means for the child to be employed in the unskilled or low-grade skilled industry, and to be excluded from the high-grade skilled industry, during the years of adolescence.

Unskilled industries are here arbitrarily classified as those in which the work is the repetition of a single or simple operation, easily learned in a short time, and in which the knowledge of one part is not essential to that of another. Consequently the grade of ability and responsibility required is low, and the wages correspondingly low.[3] Such industries have been subdivided, for convenience, into three groups: juvenile employments, factories requiring unskilled work, and mills. The former is an employment in which children only are wanted, because physical development is a disadvantage. Hence they remain for two or three years at the most, on account of the low wages paid. Among these industries are department stores, messenger service, and errand work in offices and small stores. It is true that in the mills or factories, classified as unskilled, the children perform the most unskilled work, and that there may be a few advanced positions which are desirable; but the work of the lower occupations is of such a character that it does not serve as a training, and seldom leads up to the skilled occupation. The routine tending of a machine or speed alone counts, and one occupation is often as lucrative as another.[4]

Among the low-grade skilled industries, the mill industries are similar in character and influence to those of the unskilled industries; but the difference exists in the cleaner and more desirable conditions of work, in the greater care required in similar processes, and in the existence of a large number of skilled occupations in the industry into which the ambitious employe may force himself. Consequently, the grade of employes is higher, children under sixteen are being refused more and more, employes constantly endeavor to pass from the mill of lower grade to that of the higher, and the wages for similar occupations are greater.

The factory group of this class is of distinctly higher grade than in the unskilled industries. But it should be again sub-divided, since some of these industries are more desirable than others, and the less desirable class alone is open to the child under sixteen. The work in the low-grade skilled factories, in comparison with the factories of the unskilled group, is rather that of running a machine than simply tending one, since the management requires a greater knowledge and greater skill or care. Thus we find that a girl who makes underwear, or gloves, or vamps of shoes, must have greater skill and must be more careful and responsible than one who feeds paper into an envelope machine, or makes a paper box by machine. Similarly, a boy who burnishes or heels a shoe is not to be compared with one who feeds tin into a can cutter. In hand work the difference is also apparent. The girl who burnishes or solders a link of a watch chain requires a greater deftness and care than one who dips chocolates or packs candy or crackers. In the less desirable low-grade industries there may be departments at the top requiring a much higher grade of skill, or even those in which the occupation may be termed skilled. But in the more desirable class the skill required in the occupation varies, and the knowledge of one grade may lead to advancement to a higher grade in the same industry or in other industries, with a corresponding increase in wages. Expert work in the occupation may in time mean recognition as an expert, with advantageous results. Examples of such industries are those in which the running of a power stitching machine is an occupation. Thus girls often learn to operate a power stitching machine in a hosiery or knitting mill, and pass into the shoe business to make linings or vamps, where the pay is much better. A man in a chair factory becomes acquainted with woods and the simple principles of wood working, and may soon become a cabinet maker or a wood-worker in some other skilled trade.

These low-grade skilled industries do not require a knowledge of all processes to be a first-class workman nor do the operations require a great amount of skill, and they are usually learned in a few months at

[1] The number of children found in the various industries thru our investigations are as follows: Unskilled industries,—juvenile, 413; mills, 2,387; factories, 709. Low-grade skilled industries,—mills, 1786; factories, 1862. High-grade skilled industries,—shops of mechanical trades, etc., 900. Total, 9,057.

[2] These estimates are made on the number of children found in the industries during our investigation. The percentages are borne out by the returns from schooling certificates, and the proportion of employers who will and will not receive the child under sixteen or under eighteen.

[3] For a discussion of the three grades of occupations in the various industries, see the Appendix to the volume on "Employes and Wages," Federal Census, 1900.

[4] These industries include cotton mills, can, rivet, and stud, cork, thread and twine, glue, confectionery, and paper factories, and all kinds of assembling and packing.

A Corner of the Model Primary School at the Summer School of the South.

the most. Here lies the distinction between this grade of industry and the high grade skilled industry.[1] In the latter, a high-grade of skill is required in any one occupation, and must be acquired by some years of training or experience. Or an acquaintance by the employe with one occupation in the industry is often essential to the knowledge of another, while skill in all parts of the business must be had by a large number of employes. Such were formerly the requirements in many of the industries which the introduction of specialized work and machines has reduced to a second grade. Thus the shoe business may be a high grade of industry to the boy who forces his way from machine to machine; and it might be so classed, were it not that the great majority of workers remain content with a knowledge of one operation, due to the greater wage received by virtue of greater speed, as in many other occupations. Most mechanical trades have passed or are passing thru a similar evolution. This classification has grouped such trades as high class, regardless of the number of employes who are in a low-grade occupation, for two reasons: because there are more apprentices in such trades, and because the opportunity for the ambitious individual to pick up a trade and force his way to the top is greater.

Our investigations have shown, therefore, that the grades of industry entered by the child between fourteen and sixteen are of the lowest order. What we have found to be the effect upon the development of the child and upon his industrial career, is to be the burden of this discussion.

Handicraft and Education.

By FREDERICK W. COBURN.

The annual report of the Society of Arts and Crafts, of Boston, which has just been issued, contains material that easily prompts moralizing on the value to general education of the rapidly growing handicraft movement in this country. The day of a thoroly rationalized training of head, heart, and hand is approaching. For some years many of us have been preaching, in season and out of season, the necessity of harmonizing the common school instruction in drawing and design with that in manual training. These, obviously, should not be separate departments. Either is incomplete without the other. The task of designing without executing the designs in the material is comparatively profitless; making things without preliminary consideration of design, in terms of simple, universal principles, leads generally to ugly results. The plan needs to be proved by the execution, the execution by constant reference to the plan.

Clearly, then, the two departments, which in most school systems are more or less distinct, should be united. All instruction furthermore, at least in the lower grades, should, so many of us believe, be devoted to learning the elements of the simple handicrafts rather than to trades involving the use of complex machinery. The child in his development repeats the epochs of civilization. The course of instruction in manual training obviously should conform in general outlines to the great culture epochs. Such arts as men practiced in the Homeric age befit the years just before adolescence; for still younger children, the occupations of the savage races.

The greatest practical difficulty, unquestionably, in the way of the establishment of such a conception of manual training has been the lack of any considerable body of teachers competent to put the instruction upon so broad a basis, involving good understanding of artistic principles, good taste, and at the same time mechanical ability. While a fair number of supervisors and teachers of art and of manual training meet all these requirements, a great many others do not.

Now the remarkable progress of the handicraft movement in this country is evidence that this lack is certain to be made good in the near future. All apart from the making and selling of goods to a public in which a demand for the hand-made in preference to machine-made is beginning to be felt, professional practice of the applied arts by thousands of persons thruout the country—many of them already teachers—must be creating a class of persons with just the qualifications necessary for rationalizing the study of manual training. Opportunities to learn time-honored crafts are being multiplied on every hand. There are now upwards of 150 handicraft societies in the United States, little groups of workers associated in production of articles which in Morris' phrase, they know to be useful, and believe to be beautiful. Very many art teachers and supervisors are enrolled in their membership; others of the same occupation are coming and will come from their ranks.

The Society of Arts and Crafts, with headquarters in Boston, is probably in membership and accomplishments the most important of all these organizations—just as Massachusetts for economic reasons, has thus far given more generous support to the handicraft enthusiasm than has been shown in any other State. More than forty arts and crafts societies have been organized within the borders of the Bay State. At St. Louis, the Boston society, with a national membership and with universal standards that have commanded the respect of the strongest workers everywhere, had the gratification of seeing more than two-thirds of all the prizes in the applied arts division awarded to its members. The secretary of the Society was head of this division at the Exposition, and in various other ways the Boston organization was recognized as the foremost of its kind.

This reputation is being sustained. Recent visitors from England, surveying the attractive headquarters and salesrooms in Park Street, have exclaimed that Great Britain, the scene of the labors of Ruskin and Morris, has nothing to equal the exhibits of the Society of Arts and Crafts. So that this association, which is about to celebrate its tenth anniversary next winter with a big international exhibition at Copely Hall, may no doubt be taken as representative of the handicraft movement at its present best, and the effect that it is having locally and nationally upon current education is likely to be cumulative.

Among members of the society are many teachers and other persons specially interested in educational affairs. The president is H. Langford Warren, professor of architecture in Harvard University. One of the vice-presidents is C. Howard Walker, principal of the School of Design connected with the Boston Museum of Fine Arts, a man who has had large influence upon the teaching of art in this country. On the membership committee is Mrs. J. J. Storrow, wife of Mr. Storrow of the Boston School Board, who has been so devoted a friend of the "educational centers" in the New England metropopolis. In the list of associate or supporting, members are Joseph Lee, responsible for much of the development of school playgrounds and summer instruction in Boston; Percival Lowell, professor of astronomy at the Massachusetts Institute of Technology and broadly interested in all questions of the higher education; Charles Eliot Norton, professor emeritus of the history of the fine arts at

[1] In the low-grade skilled industry are included woolen mills, hosiery and knitting mills, factories for making ready-made garments, rubber shoes, leather binding, pamphlet binding, wooden boxes and toys, boots and shoes, and jewelry. In the high-grade skilled group are all kinds of mechanical trades, and custom order work.

Harvard, personal friend for many years of John Ruskin and lately editor of his letters. The working, or craftsmen members include Arthur W. Dow of Teachers College, Columbia University, whose work there, and previously at Pratt Institute has been described in THE SCHOOL JOURNAL; Laurin H. Martin, teacher of metal work in the Massachusetts Normal Art School, Denman W. Ross, whose classes in design at Harvard have annually attracted teachers from all over the country; J. Frederick Hopkins, director of drawing in the Boston public schools; Wendell Volk, for some time instructor in weaving at Teachers College, New York, and many others who are engaged in practical school work.

Furthermore, altho the Society of Arts and Crafts conducts no school of its own as yet—I understand there are ambitious plans in consideration—it has for several years offered to craftsmen a clearing house of such character that it has been helpful to all teachers of design and manual work associated with it. In the broadest possible sense it has been teaching, thru the high standard set by its jury, just what a piece of handwork should be. The constant aim of the men who pass on every article offered as a basis of membership or for exhibition and sale is to inculcate the lesson that every craftsman must appreciate the value of simple design and that the desire for over-ornamentation and specious originality must, so far as possible, be checked—a lesson that needs certainly to be apprehended in every school-room where youthful enthusiasts undertake to do book covers, wall papers, or bent iron work. The jury of the Society of Arts and Crafts in this year's report gives to contending contributors such advice as this: "We strongly recommend that most of the workers for the salesroom learn to draw; that they attempt less ambitious flights and confine their attention to the skilful adaptation of old forms before they launch into a sea of new ideas for which they are unprepared; that they learn to appreciate such elemental factors as simple line borders, repeats of units (and the placing of foci) before they attempt so-called rhythmical combinations of lines which are not always successfully achieved by masters of design; in fact that they learn how to walk well before they attempt to fly."

The existence of a salesroom in the fashionable trading district in one of our largest cities, to gain admission to which the outsider must conform to exacting but absolutely reasonable standards of artistic and practical excellence, constitutes in itself a valuable school of handicraft open to everybody. In no way, it would seem, could a teacher of art or manual training be more readily assured that he is keeping up with his profession, that he is at least on a level with craftsmen who are making their living from the practice of one of the applied arts, than by himself becoming a contributor to such an exhibition as that of the Society of Arts and Crafts.

The inducements, as presented by the statements of sales in the report are of a character to make many a teacher sit up and think whether a meager salary could not be supplemented by outside work that, seriously pursued, would be profitable both in a financial and in a professional sense. In 1904 the Society of Arts and Crafts sold for the benefit of its members, articles which brought a total of $13,396.84. This amount, in the year 1905, increased to $37,137,-74. Sales were made during the year for 167 members ranging in amount, for the year's business, from one dollar to $6,973.11, with an average of $222.45 per member. In 1904 the largest sale to the credit of any contributor was $3,213.69 and the average stood at $126.40. Most of this money went directly to the craftsmen, a small commission being charged for the support of the salesroom.

Such a creditable volume of sales has been made possible by the existence of an ever-increasing public demand for hand-made articles. This is being met by a membership scattered all over the country, for the Society aims not to be merely a local arts and crafts association for Boston. A majority of the contributors naturally come from the immediate neighborhood, but many craftsmen of more distant localities find it of advantage to be connected with the Society of Arts and Crafts. Thus, of the members elected in 1905 sixty-one are residents of Boston, sixty-seven of Massachusetts outside of Boston, four live in Rhode Island, three each come from New Hampshire, New Jersey, and Pennsylvania, two from Connecticut, and one each from Maine, New York, Michigan, Wisconsin, Indiana, Ohio, California, the District of Columbia, and England.

That the movement for trade schools in Massachusetts, which Governor Douglas has so heartily helped along, and which has already been referred to in THE SCHOOL JOURNAL, is the direct outgrowth of an agitation started by the Society of Arts and Crafts is perhaps not so generally known. Early in 1905 at the suggestion of Henry Lewis Johnson, of the University Press, and editor of the magazine, *Printing Art*, the council of the society appointed a special committee to see what could be done to help give a right direction to technical education in the Commonwealth. This committee, composed of Mr. Johnson, Frederic Allen Whiting, secretary of the Society, and Robert D. Andrews, added to itself Robert A. Woods of the South End House and arranged for a large conference at the Exchange Club. Out of this meeting came a permanent committee of which Mr. Johnson was chairman and an energetic propaganda, resulting in the appointment of a special commission by Governor Douglas. The effect has been cumulative all thru. Artists and art teachers as well as practical manufacturers have interested themselves.

Other plans affecting the character of technical education in Massachusetts and, thereafter, every other State of the Union, are now under consideration. Some of them will doubtless mature, for the Society of Arts and Crafts has shown itself capable of exerting a force in the community at large. It is an association that does things.

The pedagogical significance of the ever growing power of such an organization—and this is only one of many arts and crafts societies—is self-evident. However desirable it may be on purely pedagogical grounds to base school instruction upon principles of handicraft, the practical exemplification of the conception is difficult, if not impossible, in a community where the handicrafts are extinct or moribund. The teaching in such a locality always encounters the objection that it is impractical; that by it, no one will be helped to earn a living. But, fortunately for the preservation of our sense of the beautiful, for the conservatism of what was most precious in the past adjusted to what is fittest in the present, it is being proved to-day by such organizations as the Society of Arts and Crafts that the rise of the machine power has not killed out for all time the ancient and honorable hand industries of the race. Just as when, in the course of evolution, the appearance of a new order of creation, as the mammals after the reptiles and birds, has not meant that all the reptiles and birds were to be destroyed, but that they should rather continue to thrive in a subordinate capacity, so the arts and crafts which, when sincerely practiced, present beauties that are foreign to the more rigid productions of the machine, now seem to be destined to persist thru all time. Education which will always be conservative in the sense of leading the individual as he requires the strength over the trail of evolution is necessarily specially interested in the growth of a healthy handicraft movement in this country.

Examples for Algebra Review.

It is often advantageous to test pupils' knowledge, or rather to afford them an opportunity to test it for themselves, in order that you and they may be sure how thoroly grounded they are in the principles which must be mastered for clear understanding of algebra. The exercises given below are intended for this purpose, as well as to supplement the problems and exercises found in the text-books in use in the various schools.

(Continued from THE SCHOOL JOURNAL of June 23.)

Exercise VI. Multiplication.

I. Find the numerical values of

1. $(a-b)^2+(b-c)^2+(c-a)^2$, if $a=1$, $b=0$, and $c=-1$.

2. $\left\{a-(b-c)\right\}^2+\left\{b-(c-a)\right\}^2+\left\{c-(a-b)\right\}^2$, if $a=1$, $b=3$, and $c=5$.

3. $\frac{1}{3}b(b-a)-35\left[\frac{1}{5}a-\frac{1}{3}b-\frac{1}{10}\left\{3a-\frac{1}{2}(7a-4b)\right\}\right]$, if $a=2$, and $b=-\frac{1}{2}$.

4. $a(a-b)(a-c)\left\{\sqrt{(2a^2+3b+4c}\times\sqrt{(a+b)}\sqrt{(a+c)}\right\}$, if $a=3$, $b=-2$, and $c=1$.

5. $\sqrt{(a^3-b^3-3c^3)}+\sqrt{\left\{\frac{1}{3}(1+abc)\right\}}$, if $a=-1$, $b=-2$ $c=-\frac{1}{2}$.

6. $\sqrt[3]{\left\{5(b^2-c^2)-a^2\right\}}-\sqrt[4]{\left\{3[a(a^2-c^2)-1]\right\}}$, if $a=4$, $b=-5$, $c=-3$.

II. Multiply

1. $a+b$ by $b-c$.
2. $3a+2c-3b$ by $3a+2b$.
3. x^2+2y^2 by $x+2y$.
4. x^3-2x^2+4 by $x+a$.
5. $a^5-a^4b+a^3b^2$ by $a-b$.
6. x^2+x-3 by x^2+x-4.
7. x^3-7x+5 by x^2-2x+3.
8. $x^4+7x^3y-8x^2y^2-13xy^3+5y^4$ by $6x^2y-3y^2x$.
9. $x^5+a^5-ax\ (x^3+a^3)$ by $x^3+a^3-ax\ (x+a)$.
10. $(a^2-3a+2)^2$ by a^2+6a+1.
11. $x^2-\frac{1}{2}x+\frac{3}{4}$ by $\frac{1}{2}x+2$.
12. $\frac{1}{2}a^2+\frac{1}{4}a+\frac{1}{8}$ by $\frac{1}{2}a-\frac{1}{2}$.
13. $\frac{1}{2}x^3-3x+\frac{5}{2}$ by $\frac{3}{2}x+\frac{1}{4}$.
14. $\frac{3}{2}x^2-xy+\frac{3}{2}y^2$ by $\frac{1}{2}x-\frac{1}{2}y$.
15. $x^3-\frac{1}{2}x^2y-3y^3$ by $2x^2-\frac{1}{2}y^2$.
16. $\frac{3}{2}x^3-2x^2+\frac{1}{2}x-9$ by $\frac{1}{2}x^2-x+3$.
17. $x^{\frac{1}{2}}y+y^{\frac{3}{2}}$ by $x^{\frac{1}{2}}-y^{\frac{1}{2}}$.
18. $a+a^{\frac{1}{2}}b^{\frac{1}{2}}+b$ by $a^{\frac{1}{2}}+b^{\frac{1}{2}}$.
19. $7x^{\frac{1}{2}}-3y^{\frac{1}{2}}+2x^{\frac{1}{2}}y^{\frac{3}{2}}$ by $6x^{\frac{1}{2}}-2y^{\frac{3}{2}}+7x^{\frac{3}{2}}y^{\frac{1}{2}}$.
20. x^m+y^n by x^n+y^m.
21. a^m-2c^n by $a-c^n$.
22. $a^{n-1}b-a^{n-2}b^2+ab^{n-1}$ by ab.
23. $a^{(m-1)n}-b^{(n-1)m}$ by a^n-b^m.
24. $x^{(p-1)q}-y^{(q-1)p}$ by x^q-y^p.
25. $a^{3-2m}b^{q+1}c^p$ by $a^{3n-2}b^{q-2}c^{p-1}$.
26. $a^{n+1}b^{n-1}\times b^{p+1}c^{2p}\times c^{n-p}d^p\times d^n a^{p-1}$.

III. Solve

1. If wine be worth 2 dollars a gallon, what is the price of x gallons?

2. A person bought x yards of cloth at y dollars a yard. How much did he pay for the cloth?

3. A person bought a picture and a frame, the price of the picture being double that of the frame. If the frame was worth x dollars, what was the price of the picture?

4. A is x years old. B is two-thirds of that age. How old is he?

5. If x dollars be the wages of a man, and y dollars that of woman, for a day, how much will 10 men and 6 women earn in 3 days?

6. A farmer sold 9 horses and 7 cows. If the value of a horse was twice as much as that of a cow, and that of a cow was x dollars, what was the value of the whole?

7. A and B each make 30 aims at a target. A makes x hits and B twice as many misses. Find the number of hits and misses of each.

8. A and B play at bowls. A bets B 3 dollars to 2 upon every game. If A plays x games and gains y games how much does he win?

9. If x be the digit in the place of units and y the digit in the place of tens, what is the number? What will it be, if the digits be inverted?

10. A certain number consists of two digits whose sum is 8. If x be the digit in the place of units, what is the number?

1. A certain number consists of two digits whose sum is 8. If x be the digit in the place of units, what is the number?

11. If x yards be the length of the side of a square, how much ground does it contain?

12. The length of a rectangular court is x yards and its breadth y yards. If the length be increased 3 yards, and the breadth diminished by the same, what will its area be?

13. A detachment from an army was marching in a regular column with 5 men more in depth than in front. Supposing there were x men in front, how many men were there in the detachment?

14. The sum of the squares of two numbers is 65. If one of the numbers be x, what is the other?

15. A person has a certain number of dollars which he tries to arrange in the form of a square. If he puts x dollars on a side, he has 116 over. If he puts y dollars on a side, he wants 25 to complete the square. How many dollars has he in terms of x and in terms of y?

16. An officer can form his men into a hollow square 5 deep. If there be x men in a full row, how many men are there in the regiment?

17. The hands of a watch are together between 5 and 6 o'clock. If the hour hand has passed over x minute marks since it was 5, how many minute marks has the minute hand passed over?

18. Two-fifths of A's money is equal to B's, and seven-ninths of B's money is equal to C's. If A has x dollars, how many has C?

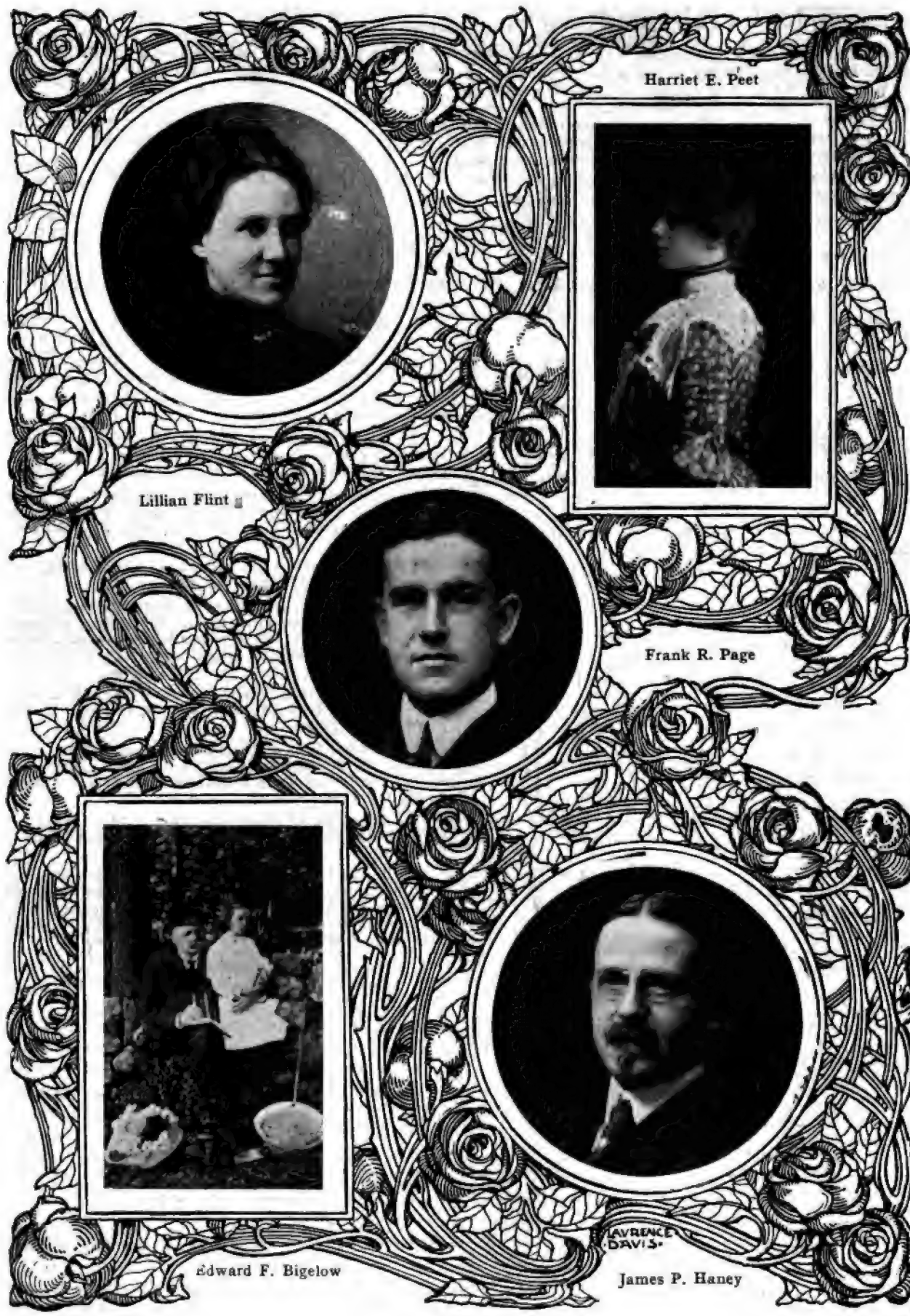
19. A man leaves his property to be divided between his wife, his two sons, and three daughters as follows: a daughter is to have x dollars, a son is to have twice as much as a daughter, and the wife 500 dollars more than all the five children together. What is the amount of the property left?

ANSWERS.

I. 1. 6. 2. 59. 3. —74. 4. ±180 or ±60. 5. ±3 or $\pm\frac{1}{3}$. 6. 1 or 7.

II. 1. $ab-ac-bc+b^2$. 2. $9a^2-3ab+6ac-6b^2+4bc$. 3. $x^3+2x^2y+2xy^2+4y^3$. 4. $x^4-2x^3-2ax^2+4x+4a$. 5. $a^6-2a^5b+2a^4b^2-a^3b^3$. 6. $x^4+2x^3-6x^2-7x+12$. 7. $x^5-2x^4-4x^3+19x^2-31x+15$. 8. $6x^6y+39x^5y^2-69x^4y^3-54x^3y^4+69x^2y^5-15xy^6$. 9. $x^8-2ax^7+2a^2x^5-2a^4+^4+2a^5x^3-2a^7x+a^8$. 10. $a^6-22a^4+60a^3-55a^2+12a+4$. 11. $\frac{1}{3}x^3+\frac{1}{6}x^2-\frac{7}{6}x+\frac{1}{4}$. 12. $\frac{1}{8}a^3-\frac{1}{16}a^2+\frac{1}{80}a-\frac{1}{125}$. 13. $\frac{1}{3}x^3-\frac{1}{8}x^2+1\frac{1}{12}x+\frac{5}{8}$. 14. $\frac{3}{4}x^3-x^2y+\frac{3}{2}xy^2-\frac{1}{2}y^3$. 15. $2x^5-x^4y-\frac{1}{2}x^3y^2-\frac{3}{8}\frac{5}{2}x^2y^3+y^5$. 16. $\frac{3}{4}x^5-\frac{5}{2}x^4+\frac{2}{3}\frac{9}{2}x^3-\frac{6}{8}\frac{5}{2}x^2+10x-27$. 17. $x^{1\frac{7}{12}}y+x^{\frac{1}{3}}y^{\frac{2}{3}}-x^{\frac{1}{2}}y^{\frac{1}{3}}-y$. 18. $a^{\frac{3}{2}}+ax^{\frac{1}{4}}+16x^{\frac{1}{2}}$. 19. $49x^{\frac{7}{6}}y^{\frac{1}{3}}+14xy+42x^{\frac{5}{6}}-9x^{\frac{2}{3}}y^{\frac{2}{3}}-14x^{\frac{1}{2}}y^{\frac{2}{3}}-18x^{\frac{1}{2}}y^{\frac{1}{3}}-4x^{\frac{1}{3}}y^{\frac{1}{3}}+xy$. 20. $x^{m+n}+x^my^n+x^ny^n+y^{m+n}$. 21. $a^{m+1}-a^mc^n-2ac^n+2c^{2n}$. 22. $a^nb^2-a^{n-1}b^3+a^2b^n$. 23. $a^{mn}-a^{(m-1)n}b^m-a^nb^{(n-1)m}+b^{mn}$. 24. $x^{pq}-x^{(p-1)q}y^p-x^qy^{(q-1)p}+y^{pq}$. 25. $a^mb^{2q-1}c^{2p-1}$. 26. $(abcd)^{n+p}$.

III. 1. $2x$ dollars. 2. xy dollars. 3. $2x$ dollars. 4. $\frac{3}{4}x$ years. 5. $30x+18y$ dollars. 6. $25x$ dollars. 7. A makes x hits and $30-x$ misses; B makes $2x$ misses and $30-2x$ hits. 8. $2y-3(x-y)=5y-3x$ dollars. 9. $10y+x$; $10x+y$. 10. $80-9x$. 11. x^2 square yards. 12. $xy-3x+3y-9$ square yards. 13. x^2+5x. 14. $\sqrt{65-x^2}$. 15. x^2+116; y^2-25. 16. $x^2-(x-10)^2=20x-100$. 17. $25+x$, or $12x$. 18. $\frac{14}{15}x$. 19. $14x+500$ dollars.



Some of the Department Editors

Teachers Magazine has fully realized its ambition of being at once the most beautiful, most helpful, and most popular periodical published in the interest of teachers in the elementary schools. In working out its ideals it has had, and continues to have, the hearty support of the leading educators of the country. A departure decided upon for the new year beginning in September, 1906, is to have all the more important departments in charge of special editors whose names will command respect and who will supply the most practical material from their own school experiences. The portraits on these two

of Teachers Magazine for 1906-7

pages show ten of these editors. Besides these there are assisting in the work, Miss Alice T. Reynolds, Supervisor of the Primary Schools of New Haven, Conn.; Dr. Jacques W. Redway; Miss Bertha Bush, of Iowa; Mr. Thomas E. Sanders, of Tennessee; Miss Agnes C. Gormley, of Rhode Island; and Prof. W. E. D. Scott, the famous ornithologist.

Subscribers of THE SCHOOL JOURNAL may obtain a copy of the June number of this attractive publication by writing to the publishers, A. S. Barnes & Co., 11-15 East Twenty-fourth Street, New York, mentioning that they are readers of this Journal.

Notes of New Books.

The market is being swamped with books on country life, some of them practical, more of them interesting but of little value to one who must make the pleasures of life outside the large city pay for themselves. Of particular interest to women, since it shows what a woman can do towards making a home in the country self-supporting in little ways that are quite within the limit of her strength, is A SELF-SUPPORTING HOME, by Kate V. Saint Maur. The author made the plunge, and before she knew it she was getting on swimmingly. Her experiences in raising and disposing of her poultry, her rabbits, honey, and kittens make very enjoyable reading, while the book is a sufficient guide for the amateur in finding, laying out, and making financially profitable a country home. (The Macmillan Company, New York. Price, $1.75 net.)

A SUMMER IN THE APPLE TREE, by Ella Partridge Liprett, is the story of four delightful children who kept a tiny hostelry in the midst of a New England apple orchard, one summer vacation. Numerous unexpected visitors come to the inn, and breathless adventures follow on their heels. Thru the medium of a Japanese playfellow whose fate is mysteriously linked with the disappearance of a teak-wood cabinet, little Japanese legends are interwoven with the tale.

One chapter contains an out-of-door play, which could easily be performed by a group of clever youngsters. (Henry Holt and Company. $1.25.)

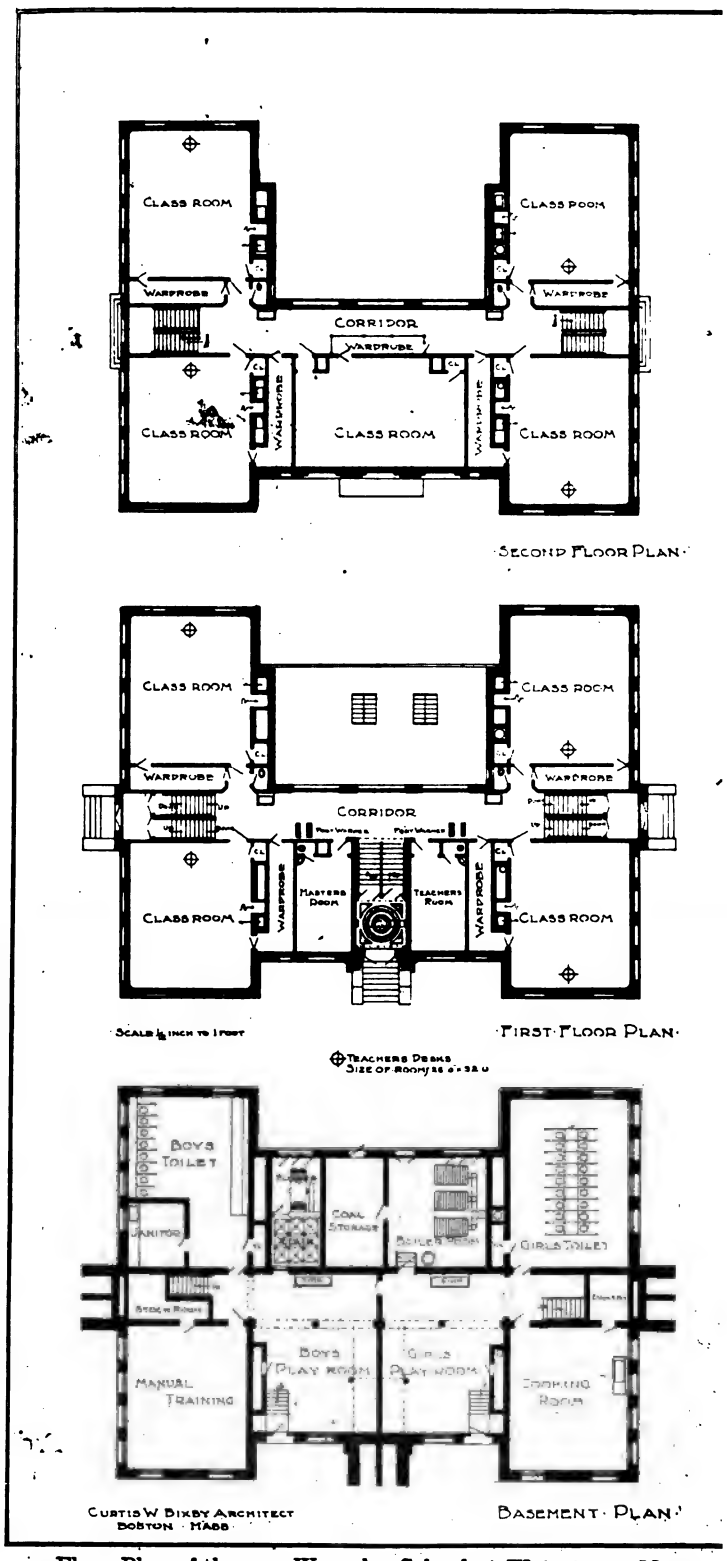
BETWEEN TWO MASTERS, by Gamaliel Bradford, Jr.—Harvey Phelps, a fine example of athletic manhood, clean and wholesome in mind as in body, finds himself at the close of his college course, face to face with the modern business world, his niche all prepared for him in the prosperous and old established firm of his uncle whom he is to succeed and whose millions he is expected to multiply, a feat for which his natural aptitude for business and love of action and overcoming obstacles, eminently fits him. Familiarity with the workings of the system dampens his ardor and encouraged by his friend, a young minister who views modern business methods as utterly selfish and brutal, Harvey upsets all the nicely arranged plans of his relatives for his temporal prosperity and welfare, and goes in for the higher life and philanthropy under the wing of his clerical friend. After innocently and unintentionally damaging the reputation of one girl and knocking down two men, he comes to the conclusion that philanthropy is not exactly his forte either. The reader is now regaled with the spectacle of a tug of war between the minister on one hand fighting for what he thinks is the right, and whose faith in Harvey is not lessened, and the relatives on the other, trying to win him back to Mammon. Golf tournaments, billiards, yachting, dinners, and charming girls are the weapons of Mammon, while abnegation of temporal things and settlement work as practiced by Diana Newton, are the clerical friend's weapons. After considerable vacillating, the hero decides to give up business and go in for the betterment of the world. His quest for a wife is as difficult a problem for the young man as his quest for a career, but he finally combines the two by marrying Diana, much to the chagrin of a pretty and fascinating little cynic who was not in sympathy with settlement work, etc. The characters are charming, each in his own way, and the dialog, piquant and witty. The question of "tainted money" comes in naturally and the discussion of various problems of a sociological nature interestingly handled from the standpoints of the various characters. (Houghton, Mifflin & Co. $1.50.)

ESSENTIALS OF UNITED STATES HISTORY, by Willam A. Mowry, Ph. D., and Blanche S. Mowry, is a brief and simple text-book well adapted to the sixth, seventh, and eighth grades. All dry and technical matter has been eliminated, while considerable space has been given to the personalities of noted men, to vivid descriptions of the mode of living in the important periods of history, and to the progress of the arts of peace. The summaries at the ends of the chapters are concise reviews of the essential points.

The work is illustrated thruout with attractive and valuable views of historic places, scenes bearing on the life of the people during different periods of history, and portraits of important men. The maps, both colored and black and white, are clear cut and effective. In addition there is included a list of books for supplementary reading grouped by historical periods and by subject matter, a chronology, a table of our colonial possessions, important data regarding States and Territc the Declaration of Independence, and the Constitution.

One of the best recommendations that ESSENTIAL UNITED STATES HISTORY could have is the fact that it fol out so closely the ideas advocated by the American F Society. That influential society has given its approv the exaltation of the victories of peace, the greater brevi description of battles and military operations, and the quate recognition of the orderly development of civiliza commerce, science, education, and social institutior (Silver, Burdett & Co., New York. Price, 90 cents.)

For the desk of the teacher and also the high school stuc the STUDENT'S STANDARD DICTIONARY will be found to po special fitness. It is a volume of less than a thousand p and yet gives the orthography, pronunciation, meaning, etymology of over 60,000 words. It has an appendi proper names, foreign phrases, abbreviations, etc. There 1,225 illustrations. The editor of this compact volum James C. Firnald, who assisted in the preparation of famous "Standard Dictionary."



Floor Plan of the new Waverley School at Watertown Mass. Front elevation and description of this building were published in THE SCHOOL JOURNAL last week.

The Educational Outlook.

The recent announcement of the State Normal School of Bridgewater, Mass., marked the retirement of Principal A. G. Boyden after the remarkable record of fifty-six years' service. The high esteem in which Mr. Boyden is held brought out many expressions of respect and love. Mr. Boyden will be succeeded by his son, A. C. Boyden.

Mr. Arthur Detmers, principal of the Lafayette High School, and one of the best known educational men of Buffalo, N. Y., has resigned his position to become a member of the faculty of the Hill School at Pottstown, Pa. Mr. Detmers' resignation comes as a matter of regret to Buffalo people. He has been at the head of the school since it was opened, and to him and his efforts is due the efficient standing of the school at the present time.

Mr. William P. Martin has been elected superintendent of the schools of Canton, Ga.

Progress in Virginia.

Nearly 300 school improvement leagues have been organized in Virginia as the result in great part of the work of the "May campaign."

Superintendent Eggleston says that as a result of a recent act of the Legislature creating a fund of $50,000 to aid county high schools, there will be fully 150 new high schools in the country districts during the coming session. Indeed, there are only a few counties in the State which have not as yet signified their intention to take advantage of the act, and these, doubtless, will come in later.

Supplement to the Mosely Commission.

An important plan has been arranged by Mr. Alfred Mosely, of England, as a supplement to his educational commission to the United States in 1903. His scheme is to give those engaged in the teaching profession in his country, an opportunity to inspect and study on the spot, the American and Canadian educational systems at a nominal cost, either independently or in small groups. The White Star and other lines in the Atlantic combine, the Cunard, and Canadian Pacific Steamship Companies, have agreed to carry the teachers across the Atlantic at a return fare of £5 at any period between November and March next.

This means that the passengers will be carried free, and the cost of their food only will be charged against them. It is proposed that 500 teachers of both sexes, including professors, head masters, head mistresses, assistants, and all grades of public instructors from the universities down to the elementary schools shall be invited to make the visit.

Mr. Mosely has arranged for the reception of the teachers in America, and a program will be drawn up for their guidance. Prof. N. Murray Butler, president of Columbia University, New York, and Superintendent Maxwell, of the New York City Board of Education, are preparing itineraries for the visitors in advance, and will give them all particulars of what to see and how to see it.

Mr. Mosely, in speaking on the project, said: "We can learn a great deal from Americans on the methods of modern education. They are a long way ahead of us in commercial teaching, manual training, and instruction on practical subjects, and I would like as many British teachers as possible to go thru the universities, secondary schools, and technical institutions of the United States, in order that they may get an idea of the systems pursued there.

"I would especially urge all local authorities and those responsible for education generally to take advantage of the great opportunity afforded them. I hope they will allow those in whose hands the education of the masses lies to gain the invaluable information thus opened to them at a nominal cost. It remains only for them to grant their teachers leave of absence, paying salaries meanwhile. The teachers will be able to live over there at practically the same cost as they do here, and traveling is quite as cheap. The generosity of the steamship companies should be acknowledged, and thanks are especially due to Mr. J. Bruce Ismay, of the great shipping combine, Liverpool, who, having secured the concession from his own company, approached the others with the same object."

Canada's Views on English Education Bill.

The following letter from the Montreal *Star* is of general interest as showing how Canada views the Education Bill which is making such a stir in political and church circles in England:

Altho we in Canada are not directly affected by the Education Bill now under discussion in the House of Commons in England, there is no doubt that many of us are watching its course with deep interest. I suppose it would be safe to say that, speaking generally, Anglicans are opposed to the Bill, and other Protestant communions are in favor of it.

It occurs to me, however, that in the interests of the growing spirit of "Godly union and concord" which found such admirable expression in the recent words of the Bishop of Huron, addressed to the Presbyterian Synod at London, neither Anglicans nor others should conclude from the news items appearing in the daily press that England is absolutely divided into two hostile camps waging an intermediate warfare concerning the question as to how the Gospel of Peace should be taught.

It is true that the Bishop of London, at the great demonstration against the Bill in the Albert Hall, last month, declared that the Church of England was a unit on this question. But this statement belongs to that class of platform oratory which looks rather to popular effect, than to exact statement. What the Bishop's words really mean is that the party lines are broken down with respect to the Bill, and that men so far apart in their theological views as Lord Halifax and the Dean of Canterbury are able to agree in fighting against Mr. Birrell's Education Bill.

But there is a very large and influential body of Anglicans who are in favor of the principle of the Bill, and there is a large and influential body of non-conformists represented by the British *Weekly*, who are in favor of some amendments to the Bill.

This, too, is the position of the *Spectator*. Week by week powerful but temporate articles appear on this subject in favor of concession in the interests of National peace and true religion. Nor have these efforts been unavailing. The suggestions of the *Spectator* have stimulated a large number of moderate-minded Anglican laymen, who have memorialized the Archbishops of Canterbury and York in the interests of harmony. They begin by stating that they "accept as being in accordance with the plain will of the people; the fundamental principle embodied in clause 1." (i. e., the Bill in general). They then proceed to in the amendments they desire. I nee occupy your space with these detail object being simply to show that . cans are not united in blind oppo to a Bill whose only alternative appear to be a purely secular syst education. They conclude with th pression of the hope "as loyal me of the Church of England that her may, while accepting the Bill as a re able basis for settlement, be able to centrate their efforts on securin amendment in these and other d instead of proclaiming hostility to i whole."

The chief mover in this impo action is Mr. George Macmillan, a ber of the famous publishing firm over two hundred names of mer tinguished in many walks of lif appended to it, amongst them being of Dr. Osler. On the other hand, a similar movement is on foot am Non-conformists, and a Mr. A. R. ham writes in encouraging terms reference to the support it is receivi

At least three of the bishops, viz Bishops of Hereford, Carlisle, and R are in favor of the principle of the and so far as educational matter concerned, the names of Percival Diggle, are of far greater weight those of the Bishops of London and mingham. The Bishop of Ripon (D Carpenter), unites with a splendid or a strong common-sense. He contri an impressive article to the current ber of the *Fortnightly Review*, whicl well repay perusal by all who desire light rather than oratorical fireworks the question of "undenominational gion."

European Post-Graduate St

In his "Men of To-day" series in *per's Weekly*, Charles Johnston tak his subject for the June 23 issue Pres Hadley of Yale University, who quotes as giving some timely and val advice on the question of post-gra study in Europe. "When a stu comes to me after graduation and for my advice," said the preside Yale, "I first find out how much tir has to spare. Let us say he can giv years to further study. I can h advise him to go to Oxford or one o other English universities, becau two years he could not really find his into the spirit of the life there. If h a defined purpose, if he has specializ any one subject, I advise him to loo the courses of the German univer and it very often happens that he the best provision made for him at B But it must not be forgotten that F is very strong in certain directions, s my students wished to follow the should probably advise him to g Paris." President Hadley spoke of m ematics and history as subjects in w France had achieved high excell such as might determine student study there.

The value of antikamnia tablets consists in their rapid effect in alleviating the suffering of the patient while endeavoring to rid himself of his neuralgia, rheumatism, fever, or la grippe. We have, in short, in this drug a most useful antidote to the two great symptoms—pain and fever.—*Medical Reprints*, London, England.

The Itch Fien

That is Salt Rheum or Eczema,—o the outward manifestations of scroful

It comes in itching, burning, oozing, ing, and scaling patches, on the face, hands, legs or body.

It cannot be cured by outward ap tions,—the blood must be rid of th purity to which it is due.

Hood's Sarsapari

Has cured the most persistent and dif cases. Accept no substitute for Hood substitute acts like it.

What the Poets Have Done for English Birds.

Next to our native birds, there are probably none of more general interest to the average American nature lover than the birds of England. Personally, I confess to a more intense desire to see and hear the nightingale, skylark, blackbird, redbreast, and other characteristic English species in their haunts than that which has led me to the distant homes of tropical birds. I say "in their haunts" with emphasis, for I have at times with difficulty avoided hearing these birds in cages; an unfortunate enough experience in itself, and which, having long in mind a pilgrimage to their home, would have deprived a first impression of half its force.

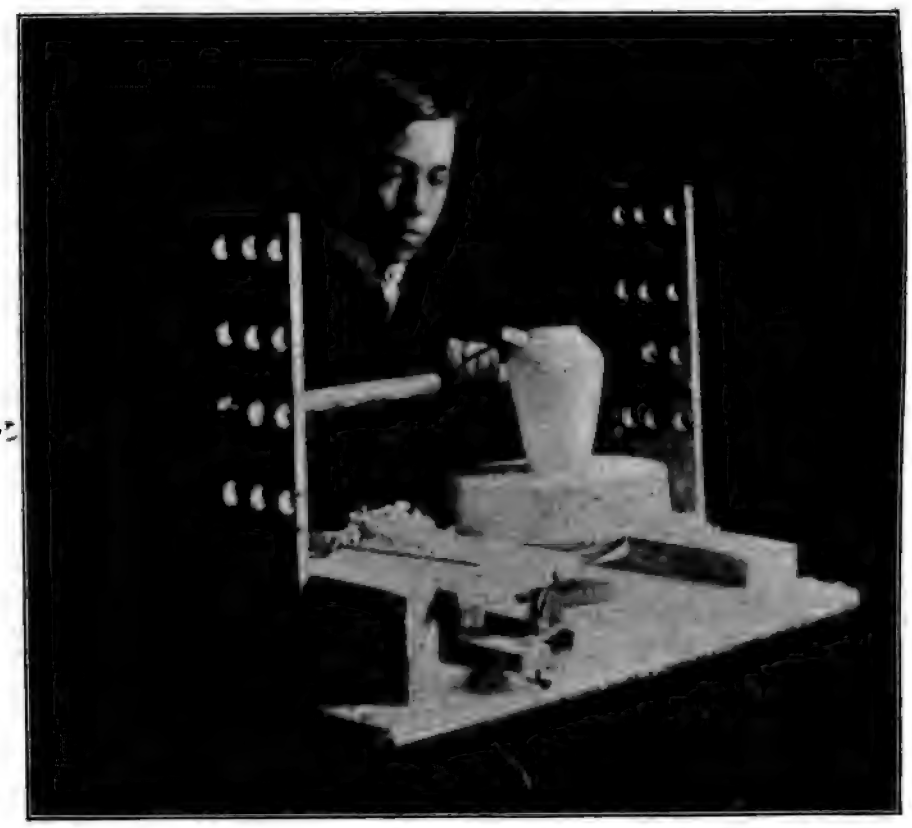
This longing to meet English birds at home is in part due to the fact that they live in England, in part to the place they occupy in English literature, and in part to a desire to compare them with our own birds.

A meeting with the same birds in France or Germany would not possess half the charm of an initial acquaintance in England. Nearly, if not all, that we know and have read of English birds, leads us to associate them with pastoral England, with copse and hedgerow, down and moor, with thatched roof and gray spire. For these attractive mental pictures we have to thank Wordsworth, Shelley, Coleridge, Cowper, and other makers of English literature, to whose influence we must largely attribute the widespread interest in English birds which until recently, at least, have been better known by name, to most Americans than were our commonest native species.

So far as birds are concerned, however, the poets can only stimulate our desires without gratifying them, and comparison of English birds with ours is obviously out of the question until one has seen and heard both.—From "An American's Impressions of English Bird Life,' by Frank M. Chapman, in the June *Scribner's*.

Grammar Girl Statistics.

The results of the recent investigation of the Massachusetts Bureau of Labor Statistics to determine how the girl graduates of the Boston Grammar Schools



Pottery in the Union High School of Grand Rapids, Mich.
Making the Core for a Plaster of Paris Mold.

regard their education, is of general interest. Of 2,116 girls who were graduated in 1904, something over one-half, 1,232, went to high school, 158 are at home, 102 left the city, 107 were not found, five are dead, and 512, or twenty-five per cent., went to work.

When these 512 were asked, "Has your school instruction been of practical value to you in your employment?" 381 answered, "No." Of these graduates 159 had studied bookkeeping, 147 drawing, 106 dressmaking, 151 plain sewing, and 138 cookery. An interesting fact in this connection is that only four out of 512 have taken up housework, proving that no matter how small the wages in other employments, there is a strong instinct against what is considered labor.

That the wages of the average grammar school graduate are deplorably small is proved by the fact that the average weekly wage of these 512 was at the beginning of the work $3.35 and at the end of a year's work was but $3.99. That this is insufficient is plainly seen when after taking ten cents daily for car fare, and ten cents for lunch, the girl has but $2.79 with which to clothe and feed herself for the week.

Summer Schools.

July-August.—Special courses in painting and metal working at Marblehead, Mass. Address Frederick W. Coburn, 126 State Street, Boston, Mass.

July 2-August 10.—New York University Summer School at University Heights. Address James E. Lough, Ph.D., director, Washington Square, New York City.

July 5-August 15.—Cornell University Summer Session. Address the Registrar, Cornell University, Ithaca, N. Y.

July 5-Aug. 15.—Summer School of Arts and Sciences, Harvard University, Cambridge, Mass.

Beginning July 5.—Western University of Pennsylvania. Special course for teachers in science, literature, the languages, and methods of teaching. Address the Registrar.

July 5-August 16.—Yale University Summer School, New Haven, Conn. Courses in anatomy, art, biology, chemistry, commercial geography, education (history and theory), English, French, geology, German, Greek, history, Latin, mathematics, method of teaching, physical education, physics, physiology, psychology, public speaking, rhetoric, and school administration. Address, Registrar of Yale University.

July 5-August 16.—University of Pennsylvania Summer School. Address Prof. Arthur H. Quinn, director, College Hall, University of Pennsylvania, Philadelphia, Pa.

July 5-August 16.—Summer session of Columbia University. Address Columbia University, Morningside Heights, N. Y.

July 5-August 16.—Summer School, Teachers' College, Syracuse University.

July 7-August 17.—Academic courses. The Chautauqua Summer Schools, Chautauqua Institution, Chautauqua, N. Y.

July 9-August 18.—Third annual session of the Summer School for Teachers. New Jersey Training School for Feeble-Minded Girls and Boys. E. R. Johnstone, superintendent, Vineland, N. J.

July 10-27.—The American Institute of Normal Methods. Eastern School—New England Conservatory of Music, Boston; Western School—Northwestern University, Evanston, Illinois. Address: William M. Hatch, Business Manager of Eastern School, 221 Columbus Avenue, Boston; Frank D. Farr, Business Manager of Western School, 378 Wabash Avenue, Chicago.

July 23-August 4.—New School of Methods in Public School Methods, Chicago, Ill.; July 5-21.—Boston, Mass. Address American Book Company.

June 16-September 1.—University of Chicago. Special courses are offered to teachers.

July 9-August 17.—Twelfth session. The Winona Summer School, Winona, Lake, Indiana.

July-October.—The Summer School of the University of Wooster, Wooster, Ohio.

July 1-Sept. 30.—University of Dijon, France. Vacation Course for foreign students. Prices, 30 fr. for six weeks; 40 fr. for two months; 50 fr. for three months. Ch. Lambert, secretary.

July. 2, beginning, Marine Biological Association of the West of Scotland. Teachers' classes in botany; beginning July 23, in zoology.

Educational Meetings.

The Educational Association of Nova Scotia will meet at Halifax, September 25-27.

October 17-19.—Rochester, N Y., Council of School Superintendents of the State of New York; E. G. Pantman, Port Chester, secretary.

October 18-20.—Vermont State Teachers' Association, Middlebury, Vt.

October 25-27.—Maine Teachers' Association, Lewiston Me.

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Publishers' Notes.

Mr. Max Meyer, who has been connected for a number of years with the firm of Eimer & Amend, has now entered the firm of Ernst Leitz, 30 West 18th Street.

Mr. Meyer is very favorably known among educational and scientific people and will no doubt meet with abundant success, which his long experience entitles him to.

The Uptown Office of the Southern Railroad have their new headquarters at 1200 Broadway, under the Gilsey House, and is the finest passenger and ticket office in New York City. It is presided over by Mr. Alexander Thweatt, the General Eastern Passenger Agent of the road. The Downtown Office will still be continued at 271 Broadway.

Mr. D. C. Heath, president of the D. C. Heath Co., is making a tour on the Continent with his two sons.

Mr. John A. Greene, General Manager of the American Book Co., was taken seriously ill during a little outing in Maine. We are happy to announce to his numerous friends his rapid improvement.

Mr. J. F. W. Gatch, one of the most successful and popular men in the school furniture business, has been for a number of years Eastern Manager of the American School Furniture Co., and will continue in the same capacity with the American Seating Co.

Songs of Some Evening Birds.

THE SKYLARK AND CUCKOO.

In spite of an effort not to use preconceived ideals as a standard for the actual thing, I could not conceal from myself a disappointment in the song of the skylark. While one cannot but be impressed with the passionate energy which carries the bird hundreds of feet into the air, there to sing, without a moment's pause, for sometimes ten to twelve minutes, I felt that the bird would sing better if he did not sing so much. He sings both when exhaling and inhaling, and seems often to be out of breath. The result is a marvelous vocal feat surely, but the bird's brilliant twitterings and long-drawn reelings (I could think of no better word with which to describe a marked character of its song), did not appeal to me.

But one can readily imagine that the song of this exceedingly abundant and widely distributed bird might become

Better than all measures
Of delightful sound,
Better than all treasures
That in books are found.

and before leaving England I found myself listening to it with increasing pleasure.

The singular charm of the cuckoo's simple, double-noted call, however, I at once acknowledged. Even when one hears it for the first time it seems to voice the deeper joys of the life out of doors.

Each thing to its own depth was stirred—
Leaf, flower, and heaven's moving cloud.

There is a certain quality in the bird's call which appeals to the ear much as the peacefulness of pastoral scenery affects the eye. The two syllabled song of our own bob-white, tho quite unlike, and far cheerier than that of the cuckoo, has this same power of expressing the purity and joyous serenity of a life near to nature.

The cuckoo, altho it calls when flying, if far more often heard than seen, and I have found, as a rule, that English birds were much shyer and more difficult to observe than ours, tho I am wholly at a loss to account for this apparent difference. The song thrush and redbreast were, however, exceptions.

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THE MUSIC OF THE NIGHTINGALE.

The nightingale's song was, of course, unlike my preconceived idea of it. I had expected a rushing outpouring of music, but I found more deliberate song of disconnected phrases of three to five seconds length each, followed by pauses of almost equal duration.

The nightingale, in transport, seemed to fling,
His warble out, and then sit listening.

Occasionally a more prolonged strain was given, but, as a whole, the song lacked the force, crescendo and diminuendo effects of a continuous effort. It is a surprisingly loud song, in tone a decided whistle; a wonderfully voluble, varied, but rather hard performance. At times a measure or two suggested portions of the song of our nocturnal singer, the chat, and again some of the more rapid calls reminded one of certain notes of the Carolina wren, but as a whole we have no bird whose song resembles that of the nightingale.

Two days later, at Cambridge, hearing a nightingale singing in the afternoon, I was impressed alike with the part the bird's nocturnal habits have played in establishing its reputation as a songster and with the characteristic ornithologic insight displayed in Shakespeare's lines:

The nightingale, if she should sing by day,
When every goose is cackling, would be thought
No better a musician than the wren.

THE REDBREASTS OF OLD ENGLAND.

As a familiar door-step bird one would expect the redbreast to utter some homely little lay, resembling, for example, that of our chipping sparrow. But, on the contrary, its shrill winding pipe, and detached fragments of song seemed to me indicative of the wildness and restlessness which characterize some of the notes of the purple finch. The redbreast sings thruout the greater part of the year, and it is evident that one should hear its song during the comparatively silent winter season if one would understand the place it holds in English literature and in the hearts of English people.—From "An American's Impressions of English Bird Life," by Frank M. Chapman in the June *Scribner's*.

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Vol. LXXIII. For the Week Ending July 21, 1906. No. 3

OSSIAN LANG, Editor.

Rational Commencements.

The Commencement season has ended. There is left behind the sweet scent of the evergreen and the flowers, the memory of beautiful young faces, and earnest calls to the ideal. It is wise to make much of these occasions. They have in them a power of uplift, which, properly utilized, may affect the whole school community. They are worth planning for, carefully planning for, these annual events. The old style program with its stilted declamations, orations, and music, with perhaps a talk by a school trustee or a clergyman, still survives in unillumined places. That is not the kind I have in mind. It is too unreal, too far removed from the every-day program of the school. It lacks sincerity and point. The only kind that is worth spending thought and time and labor upon is that which affords to the parents and neighbors of the children an opportunity to be enlightened as to the general scope and the real purpose of the school.

Readers of THE SCHOOL JOURNAL may remember the plea for rational Commencements made a few years ago by Professor Lucy Salmon, of Vassar, who urged that the exercises should be such as to present to the public a knowledge of the real work of the Institution. The suggestion was timely. Voices had been raised condemning all Commencements, especially those of the high schools, as a delusion and a fraud, presenting orations and essays known to have been chiefly the work of teachers, which if they had been honestly written by the pupils, would not be worth listening to. The abolition of graduation exercises was seriously considered in several places. But it soon became evident that the agitation was directed against sham rather than against the idea underlying Commencements. The voice of wisdom advised the adoption of programs aiming at an interesting and instructive presentation to the public of the whole range of the school's work. Superintendent Maxwell, in an address before the Eastern Public Education Association, expressed the consensus of the best educational opinion when he declared himself opposed to graduation exercises having nothing to do with the children's school lessons, and added that he wanted the parents to see what the pupils were actually doing in school. "The interest of the public," he said, "should be aroused in the school work itself."

A notable example of a Commencement adhering closely to the spirit and actual work of the school and placing these in a striking and enjoyable fashion before the people, was that of Booker T. Washington two or three years ago. The closing exercises of Tuskegee were reported in the newspapers over the whole country. THE SCHOOL JOURNAL, too, had a full report of the proceedings. Those who had been trying to defend their cut-and-dry programs by the plea that it was next to impossible to show in a few hours all the practical phases of a comprehensive course of studies, were completely routed by that exhibition. When it comes to representing even the various phases of agricultural instruction and the teaching of trades in a way to impress the visitors, from the most alert down to the very humblest one, then there is no longer any excuse left for an evasion of the issue.

This year the desire to test the feasibility of the new plan was more widespread than ever. Hundreds of programs have been received at this office, thru the courtesy of friends of THE SCHOOL JOURNAL, of which the great majority showed unmistakably the general trend toward rational exhibits. In some instances the plan was followed of having all classes at work, the visitor passing from room to room.

The most striking example of a really satisfactory Commencement was that of the Girls' Technical High School of New York, described in the present number of THE SCHOOL JOURNAL by an interested eye-witness. The program was skilfully planned to present the work of the school most vividly and in an enjoyable manner. The place of the school as an important part of the municipal life of the city was also emphatically illustrated, for the acting mayor presided and the corporation counsel delivered one of the two principal addresses. The speeches by Mr. Delaney and Mr. Tifft were scholarly presentations of the duty of the public towards its schools and the schools' reciprocal duties. Every subject in the course of studies was represented in an original manner calculated to stamp forcibly upon the understanding of the parents and friends of the children the whole scope of the school. It was a splendid object lesson, fully deserving the attention and praise accorded it by the metropolitan press and by those who attended. Knowing that the readers of THE SCHOOL JOURNAL will be glad to have suggestions of ways and means for placing before their own communities the actual workings of their schools, a full account of this event is given room in these pages.

An Easy Question, "Let me answer!" Picture at Academy of Music Commencement. Posed by Miss Jessie Beach.

Reports of interesting and significant school exercises are always welcome. There is a dearth of really good material of this nature. Let us join hands to make the Commencement season next year bear rich fruit in the life of our country.

The Pittsburg teachers have won a notable victory, the lessons of which will be of considerable significance for the country at large. They will be described in THE SCHOOL JOURNAL next week.

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A Notable New York Graduation.

By C. S. GRIFFIN, Editor of *Our Times*.

The great hall of the Academy of Music in New York City was recently the scene of the most interesting graduating exercises I ever witnessed. The occasion was the year's end of the Girls' Technical High School, New York's newest institution for secondary education. THE SCHOOL JOURNAL has made it readers familiar with much of the work of this school and its remarkable growth. The school has many times outgrown its original quarters and now occupies the abandoned Board of Education offices, an old grammar school building, and parts of two others. They have no hall in which to hold their meetings so the Board of Education had to rent the Academy of Music to give them the opportunity of getting the school together in one place at least once a year.

I was told that this has been brought about by ex-commissioner P. F. McGowan, now president of the Board of Aldermen and by Commissioner Thos. J. Higgins, both of whom have been especially interested in the high school problems of the crowded parts of New York.

A thousand girls, about half of the school, participated,—six hundred sitting on the large Academy stage and the rest occupying seats directly in front of it. I could not but agree with Mr. McGowan in likening the scene to a beautiful garden. One visitor remarked, "I am glad that sentiment has not yet gone out of our Board of Education. They have given these girls a bright spot never to be forgotten. A young woman's Commencement day and her wedding day are the two most beautiful in her life. It makes me a girl again to see them so pretty, so excited, and so happy."

GOWNS OF THEIR OWN MAKE.
Posed by Miss Christine Thompson.

A peculiar feature of the evening was the way principal and teachers of the High School let the girls themselves occupythe most important place. When the program began there was no one on the stage but the girls themselves.

A beautiful silk flag, the gift of Commissoner M. S. Stern, was brought forward and saluted by the whole assembly who sang the words to music arranged by Mr. Joseph Donnelly, the singing master. His program that evening was excellently arranged. His chorus gave us a powerful old Hebrew melody, "Lord of All."

The Lord of all did reign supreme
Ere yet this world was made and formed.
When all was finished by His will,
Then was His name as King proclaimed.

And should these forms no more exist,
He still will rule in majesty;
He was, He is, He shall remain,
His glory never shall decrease.

My spirit I commit to Him,
My body, too, and all I prize.
Both when I sleep and when I wake
He is with me; I shall not fear.

It is set to a weird and ponderous melody wholly unlike the music we commonly hear. The other numbers were typical of our cosmopolitan school population: Irish, Scotch, English, Italian, Scandinavian, and patriotic American selections.

To introduce the main program a tall girl with a beautiful voice, Miss Claude McKenzie, welcomed us in the name of the students. Principal McAndrew then greeted us in behalf of the teachers and told us how Commissioner McGowan had been a friend and neighbor to the school while on the Board of Education and had gone on doing things for the students after he had been promoted to the second highest municipal office within the gift of the people. Mr. McGowan in the Board of Estimate and Apportionment had urged the speedy selection of a site for the school's new building and had personally investigated and recommended ten available parcels of land from which one could be selected. The site has been chosen. The plans for the building are under way. Mr. McAndrew then told of Mr. McGowan's election by the graduates as chairman of their exercises. He sent a committee of girls from the stage, who brought the acting Mayor up from the audience, smiling and blushing like a schoolboy. Such a demonstration of affection and acclaim as the ex-commissioner received! It certainly did make the honorary chairman proud. He said so.

Hon. John J. Delaney, Corporation Counsel of the City of New York, delivered the first set speech of the evening: A comparison of the educational advantages offered to every girl even of the humblest

birth with those obtainable by a queen in Elizabeth's time. It was a broad and scholarly defense of the American school system; no spread-eagleism, no bidding for applause, but a powerful, earnest, and dignified address that held the attention of the audience to the finish and was alone enough to justify calling the people together to keep them thinking on the value of public schools.

Class-Work on the Stage.

Chairman McGowan then introduced what he called a condensed school day prepared at his request in order that parents who had not recently visited the school might visit it now. He said that he had asked that every kind of class in the Girls' Technical High School might be represented; cooking class in kitchen costume, a physical training class in comfortable gymnasium suits, and a chemistry class in laboratory aprons. "I would like the fathers and mothers to see what their girls look like in school."

SETTING UP EXERCISES.
Commencement picture posed by Miss Mary Johnson.

A CLASS IN GYMNASTICS.
Posing for grace and balance.

A huge gold frame came down from above; the lights went out in front; curtains were drawn aside; and we saw "the opening day." By a skilful placing of lights behind the frame a group of girls were made to appear like a brilliant painting. Some were presenting their entrance cards to a teacher who was recording their names in a great book; others were being shown where their first classes recited, while still others were being loaded down with great stacks of free text-books which we presumed they were expected to absorb. The curtains closed and four girls, with another acting as teacher, rolled four blackboards upon the stage and treated us to a lesson in algebra. Various problems originated by an algebra teacher, Mr. Dimmick, were dictated by the teacher-girl and solved on the blackboards by the pupils.

"If 2,000 girls want a piece of land 200 feet square for a school building how do they get it?" asked the little teacher.

After figuring furiously, the workers at the blackboard secured the answer: "McGowan "

"What is that little figure after Mr. McGowan's name?" asked the teacher.

"That means," said a girl, "that Mr. McGowan is worth two men."

At this another girl waved her hand frantically.

"What is it, Rose?" asked the teacher.

"It means McGowan square."

"How is that?"

CHEMICAL LABORATORY ON THE STAGE OF THE ACADEMY OF MUSIC.
Miss Ernestine Molwitz, Teacher.

HOUSEKEEPING—THE BANDAGING CLASS.
Miss Nellie Dean, Teacher.

"Mr. McGowan is always square."

"Correct."

Next, the curtains opened and showed us a chemistry class, "carbon dioxide": A group artistically arranged at laboratory tables, surrounded by the glistening glassware that belongs to chemistry. Till now I never realized the artistic possibilities of a science class. Miss Ernestine Molwitz, the teacher, had executed a beautiful painting, worthy of a place of honor in the hall of the Royal Academy.

The artistic feature was evident in every picture shown. Each teacher had consulted with Miss Susa Whedon and Miss Martha Hurlburt, instructors in drawing, who had criticised the grouping and suggested color schemes, etc., until the series was a lesson in art composition as well as in educational methods.

Eight girls then came to the blackboards and wrote figures selected at random by another girl. Fifty figures in five-place quantities were written and then, by the watch the contestants were started on an addition race. Every column had to be proved before proceeding to the next. Seven out of the eight came up with the right answer, the winner making the record of 37 seconds.

"Geometry: tangent and polygon" was represented by the spirit of mathematics holding a scroll on which was engraved a problem, while a semicircle of wondering girls looked with awe upon it. Behind them appeared a girl's head in a hoop while another girl with a rod laid a tangent on it.

The Beautiful Side of School Work.

A physics picture, the work of Mr. Lewis Ammerman, showed the girls at work with levers.

A penmanship class covered the boards with running o's and wrote copy book mottoes.

"Biology" composed by Miss Lillian Sage, showed a tall golden-haired girl holding a huge lens over a bush of flowers which all of a sudden shook itself and proved to be eight laughing girls clothed in green and various colors representing different blossoms. A colored girl represented the black-eyed Susan.

Then came in a troop of girls carrying typewriting machines on little tables. They sat at "attention," while their teacher-girl dictated into their stenography note-books a letter to

His Honor, Mayor McClellan, on his vacation in London, England:

DEAR MR. MCCLELLAN—The students of the Girls' Technical High School, at their graduating exercises in the Academy of Music, and giving a demonstration of all kinds of school work, send you and Mrs. McClellan best wishes for a safe and pleasant journey.

"Sign your own name. The first one thru will send the letters."

The typewriting machines clicked and soon a girl pulled out her paper, addressed her envelope, and ran to the dictator who looked over the work, sealed and stamped the envelope and sent the writer out to mail in the nearest letter box that it might go over seas to the absent Mayor. This feature was prepared by Miss Nellie Boothby of the commercial department.

Mr. George K. Hind's commercial class ran in with a complete office equipment, from roll top desk to telephone. They paid bills, posted books, copied letters, and received callers with a dispatch that fairly took one's breath away. In a moment they had disappeared to give way to a class in declamation. Instead of our old friend "Curfew must not ring to-night," Miss Eleanor Nightingale had her girls present what she has already described in the columns of THE SCHOOL JOURNAL, an example of the way good declamation is demanded in presenting ordinary matter. Newspapers were handed out; selections were made and the girls presented in their own words an oral resume of the things worth reading in the daily papers.

Miss Mary C. Craig's beautiful picture represented a class in the care of infants." A sweet little miss standing on a table, was the text of a demonstration by a tall young woman to a bevy of girls with note-books. Even the baby realized her responsibilities and stood like a painted figure on a brilliant canvas.

Sixteen of Miss Florence Willard's girls rolled in tables on which were chafing dishes and kitchen

THE PROOF OF THE PUDDING.
Cooking class picture by Miss Florence Willard.

utensils. To music they broke eggs and beat them, lit the lamps, and cooked the omelet and held them up to the sight of the enthusiastic audience. Miss Nellie Dean's class bandaged a wounded subject in record time. A dressmaking class of Miss Rose Holran and Miss Christine Thompson trundled in their sewing machines, drafting tables, and dress forms. They measured, cut, fitted, and stitched, put on the aprons they had made and hurried off. Miss Susa Whedon's picture "Selecting becoming material" was a beautiful color scheme showing the girls attempting to match the eyes, hair, and complexion of one of their number with the right hue of material.

Miss Ellen Richards' picture represented "Their own make": girls clothed in gowns of their own construction showing the work to one another.

Hats Made While You Wait.

Mrs. Mabel Penrose's dainty little maids were great favorites with the papas and mammas present especially the papas, with thoughts of savings on future millinery bills. These girls tripped in with a dozen great light boxes and set their nimble fingers at once to work. On the frames on the table they set out the gay hats already made and went to work on others. They built up the frame, put on the top, covered it, and added the trimming. Meantime a tall and stately girl had, under the guidance of a saleswoman, been trying on all the hats on the table and studying the effect in the mirror. None of the styles would do. Just at the right moment one of the girls at work finishes a hat that she has brought from nothing to completion. They try it on the dissatisfied customer;—approval, smiles, payment, and *exeunt omnes* joyfully.

The languages of the school—French, German, Latin, and English—were presented by students of Mrs. Katherine Bassett. First a girl began a speech in Latin. Another explained that in the interest of not prolonging the program too much she must do her French exercises at the same time; this brought out a German girl to recite her "Strassburg! O Strassburg!" but the three reciting at one time were worsted by a dimunitive girl who spoke plain English and closed with "Hail Columbia."

The picture of physical training exercises prepared by Miss Elizabeth McMurtin, Miss Dorothy Watters, and Miss Mary Johnson were especial favorites. A pretty effect was made as the pictures burst into life by stepping out of the frame and executing various calisthenic exercises on the stage.

Miss Helen Cohen's girls gave a very interesting exhibition of their method of memory map drawing. One girl drew Greece, another Italy, a third England, and the last the United States, all in a minute and a half. Each girl as she finished set up on the top of her blackboard a little staff with the national colors of her country.

The picture arranged by Miss Jessie Beach appealed more particularly to the teachers present. A class of girls bending forward eagerly, some rising in their impatience, and all smiling in the merriest kind of way, represented "An Easy Question: let me answer."

Miss Stella Wylie's companion piece to this showed the woe-begone attitude and expression of girls struggling with a written examination.

Miss Grace Wright's girls in drawing worked on a huge piece of paper with black crayon until they had produced a most imposing structure with towers, bay windows, gable roofs, and arched galleries. They received a storm of applause as they labeled their work "WANTED: our new building."

The social side of a girl's school life was beautifully shown in a picture of the German Club costumed as peasant maidens enjoying a Friday afternoon "spread." It was entitled *Ein Nachmittag im Deutschen Verein.*"

The closing picture by Miss Georgiana Hodgkins was especially lovely. Its title was "Commencement: *ad Palmam contendunt.*" Minerva held aloft high over her head a diploma. All about her, white gowned graduates stretched forth their hands eagerly to grasp it.

So ended the brief "glimpses of school life," the most picturesque and illuminative feature of a graduating exercise that I ever saw or heard of. A remarkable feature of it was the certainty with which one picture followed the other without wait and without announcement. Upon inquiry I learned that Miss Helen Cohen and Mr. Woodford B. Anderson were largely responsible for this, having seated the girls in groups according to their parts in the program and by moving them up a few minutes before their time, managed to prevent any hitch or delay.

Many spoke of the delightful naturalness of the girls in all their work. I believe it to be due to the continued policy of the principal and teachers of the school to let the students have every natural opportunity to stand on their own feet and to stand for the school.

Naturalness as an Educational Product.

In conferring diplomas upon the graduates Mr. Henry N. Tifft, former president of the Board of Education, now chairman of the high school committee, sounded a note remarkably in harmony with the spirit of the evening. It was a plea to the graduates to remain natural. "For you to be natural means to be womanly. The true woman's power is made up of the old-fashioned qualities of gentleness, modesty, reserve, purity, and faithfulness. Whether you go on to higher schools, or whether you go to serve the world by your industry you will need to preserve these natural virtues of the true woman. Don't let them wither in the rush and press and hurry of this pushing city. Remember that you can make a better atmosphere wherever you go and that it is your duty as an educated woman to make it." Mr. Tifft is a singularly valuable speaker to young people because what he says is so undeniably from his heart and is delivered with the earnestness that makes it effective. He also has the unique ability to face a graduating class and at the same time make himself heard, apparently without effort, by an audience of 3,000 people behind him.

Commissioner Thomas Higgins said the valedictory, telling why the school had won its way to the hearts of the people and prophesied a future of extended service and influence.

Then we all sang the "Star Spangled Banner" and went home.

I heard many a comment of delight and satisfaction but none more hearty than from a dear old lady of seventy years, who said:

"How beautiful it all is, and how much joy it sent to many homes! God is in this work, and this training of women will bring out many Deborahs, Miriams, and Huldahs. I am so thankful to have lived to see it all." And so am I, and I hope to enjoy many more unique Commencements of this unique school.

A Suggestion to Teachers.

There is nothing that teachers need more, when the time comes, than a place to spend the summer in, says Rev. C. B. Bliss, in the Springfield (Mass.) *Republican*. There is the town of Hampden, or South Wilbraham as it used to be called, with twenty or thirty vacant houses, any one of which might be made an attractive summer home at a trifling expense. For those who like quiet and rest Hampden is an ideal spot. While only ten miles from Springfield it is six miles from railroad or trolley, and yet with its two stages a day it is easily reached.

The Problem of the Backward Pupil.

By ANDREW W. EDSON, Associate City Superintendent, New York City.

The backward pupil is the problem that perplexes the faithful teachers, tries their patience, exhausts their resources, robs them of appetite and sleep, and drives them to desperation. He is not peculiar to this age, or to any system of schools; he will continue a serious proposition for years to come. I feel sure that if *our* long-suffering teachers were alive to-day, fellow pedagogs, they would testify that the slow and backward pupil existed in their day.

It goes without saying that it is the right of every child to receive an education, and the duty of every parent and citizen to provide it. And every child is entitled to all the education which he is capable of receiving—five talents, two talents, or one talent, "every man according to his several ability." It is the business of teachers and school authorities to see that all—the bright, the dull, even those who at the time little appreciate an education—alike receive as much of a training as is possible, physical, intellectual, and moral.

Education is productive expenditure, not mere charity. Every community exercises the wisest wisdom in dealing intelligently and generously with its schools. Good schools cost money; they cost more than they did formerly; they will cost more in the future than they do to-day. The money, however, is well invested.

Backward pupils, those below the grade to which their age entitles them, may be behind in all subjects, or, as it often happens, behind in certain subjects for which they have little taste. A pupil may be said to be over-age for the grades if he has not completed the first year's work by the time he attains his eighth birthday, the second year's work by the time he is nine years of age, and so on. A critical examination of the roll-books in most schools will show a remarkably large proportion of pupils behind the grade to which their age entitles them. This condition of affairs is not peculiar to New York City, far from it, and it merits the serious attention of all teachers and school officials.

Backwardness in grade work is due to five causes—pupils are irregular in attendance, are of foreign parentage, mentally slow, physically defective, or are poorly classified and poorly taught.

Irregular Attendance.

Irregularity of attendance is due to sickness, to work, to transfers, to parental neglect, or to truancy. If sickness is the cause of absence from school, the physician should come to the rescue; if absence occurs thru work imposed by parents, the courts should intervene; and if thru work assumed by children from choice, the truant officers should take action; if absence from school occurs thru transfers into the schools of a city or from a school in one section of the city to another, the school authorities are in duty bound to see that the loss of time is reduced to a minimum; if absence occurs thru parental neglect, parents should be urged to consider the value of an education, and the necessity of co-operating with teachers in securing school attendance, and if that fails, they should be made to realize that the law takes cognizance of just such cases. A twenty dollar fine occasionally imposed will prove a salutary lesson.

In the case of truants it should be clearly understood that not only has the child a right to an education but that the State has a right and is in duty bound to compel the child to go to school. Good citizenship implies intelligence and virtue and the State is vitally interested in the education of the young.

The truant is no criminal, but he may be; in fact; he has entered upon the way, and heroic mea are often necessary to set him aright and to hol there. Truancy is due to parental neglect, environment, evil companions, physical or m defects, desire to work, or to poor teaching and management. The remedy for truancy lies large extent in the teachers' hands—better judg and better teaching. A personal interest in individual pupil, sympathy with him in his ef attention to his special needs, proper employ interesting and profitable work, especially in that develop health, strength, and manual dext will hold boys in school with hooks of steel. greater the problem, the greater the opportu Many and many a teacher knows no such wo fail. She has enthusiasm and resourcefulness en to overcome the influences that draw pupils school. Would that this could be said of teacher! Commitment to a truant school s be the last resort, but it should be made if al fails. The boy inclined to truancy should be ob to go to school, *nolens volens*.

Foreign Parentage.

Many children of foreign parentage, lately la in this country, are backward, over-age for grade, largely because they have only a slight k edge of the English language. Many of them had little education in their home country, a must begin at the bottom.

The main work at first with non-English spe pupils is to lead them to acquire the ability to the English language, easily and correctly order to do this they should be placed in a cl group by themselves, if the numbers warrant, effort should center on just one thing—the ma of the English language. As soon as these have acquired a speaking vocabulary sufficie enable them to take up the work of a regular g they should be placed where their attainment ability seem to warrant. If there are too fe these non-English speaking pupils to form a gro class, they should be placed in the grade where age and ability indicate that they belong rather in the lowest primary grade where their attain in English would seem to indicate that they be Mature pupils can learn the English language i higher grades better than they can in the lower; as they gain in language power, they also ga knowledge. How stupid it is for a pupil of siderable maturity to be reading with six-yea pupils, "*I have a cat. The cat can mew.*"

The method of instruction should be oral-o tive, in which the *verb* should receive special a tion. By this method pupils are taught to s imitate, to do; to hear, to understand, to spea read, to write. Sound charts and idiomati pressions should be much in evidence in tea these pupils to speak correctly.

Mental Difficulties.

It is asserted by competent authority that at one-half of one per cent. of the pupils in our sc are sub-normal, with all possible variety of gr from those who are merely somewhat slow t beciles and idiots. From the standpoint of school, only those who are susceptible of intelle improvement should be considered. For all there should be a place in the public schools. Sp classes should be formed and the children shou given the education that will best meet their n The State is under obligations to assist such t come happy, self-supporting, and useful memb society.

Sub-normal development is due to heredity, disease, accident, poor nutrition, or fatigue. The treatment should be such as to arouse dormant energies, to increase the intellectual powers, to cultivate self-control, to train to self-dependence, and to some useful occupation. Physical, manual, mental, moral, and esthetic training should receive attention at every step. Many an intellect, slow of development, will awaken to life and action under proper treatment.

Physical Defectives.

Under the head of physical defectives, are cripples, those having physical deformities, those hard of hearing, those having poor eyesight, and those in an anemic condition.

Here the school authorities should stand for the poor unfortunates. "The cost! The cost!" is sure to be the cry. Granted that it will be somewhat more expensive to educate this class than to educate normal children in good physical condition—the classes must be small, special equipment and specially trained teachers must be secured, and often transportation and medical service provided—but the education should be offered. These children have even a greater claim upon the State for an education than have children in perfect physical condition, as they are so nearly helpless, and are sure to be a burden upon their family and the State later on if their education is withheld. The Board of Health should co-operate heartily with the school authorities in educating and caring for children having physical defects. Some of the leading cities have already provided special schools for these children as a part of the public school system. All others must soon do so. In case of only a few physical defectives in any school, it may not be possible to form a special class. These children, however, should receive special attention on the part of the class teacher and physician. They should be allowed to enter and leave school at their convenience, before or after other pupils; they should have the choice seats; those hard of hearing and with poor sight should be allowed to sit well in front; parents and physicians should be consulted frequently and urged to do all that medical science can do to improve the condition of these children. Special attention, expert instruction, prompt and intelligent treatment are imperative.

Poor Classification and Poor Teaching.

Rigid classification and poor teaching are responsible for more backwardness on the part of pupils than all other causes combined. The object of classification is to enable teacher and pupils to work to the best advantage, and to facilitate progress. The advantages of classification are that it increases the length of recitation periods; it leads to thoroness in presentation; it stimulates pupils; and it educates for community life. The disadvantages are a loss of individuality—all pupils of a class treated alike, as on a dead level, in a lock-step system; a loss of time to many who are obliged to keep pace with the slower ones; and an unfavorable effect upon dull pupils, who are discouraged in trying to advance with their more gifted mates. It has been said that our system of grading pupils tends "to make the pebbles brighter and the diamonds dimmer," but it is a question if even the pebbles are not more likely to be crushed than made brighter.

The three factors in classifying pupils are age, attainments, and ability. Of these the latter is the most important, as it gives promise of future possibility.

The essentials to be kept in view in any scheme of classification and promotion are a broad and flexible course of study, short intervals, and individual promotion. The basis for advancing pupils should be *effort, progress,* and *possibility*. And the rule to be observed in any individual case for promotion should be, advance the pupils when the work of the grade above meets his needs better than does the work of his present grade. There should be a premium offered to the teacher promoting the greatest number of pupils out of grade during the term. There need be but little loss in most cases in promoting pupils during the term, providing the connecting links are properly mastered, especially in studies in which the topics are closely dependent. These studies in the elementary grades are few.

In nine cases out of ten, pupils will receive more of an incentive for heroic effort by being promoted out of grade than by being demoted or held back on the shallow plea of *thoroness*.

The great defect in our methods of teaching, especially in our closely graded city schools, is the tendency on the part of the teacher to hold to mass-teaching rather than to individual instruction. The teacher is prone to talk, tell, pour in, rather than to impel to effort.

Last February the Board of Education in New York City authorized the Board of Superintendents to establish in the elementary schools three new grades for the purpose of advancing over-age pupils:

GRADE C CLASSES—to afford non-English speaking pupils an opportunity to acquire speedily the ability to speak, read, and write the English language.

GRADE D CLASSES—to accommodate pupils who are soon to be fourteen years of age, who desire to obtain employment certificates, and who have no prospect of completing the elementary school course.

GRADE E CLASSES—to afford pupils over the normal age in the grades below 7A an opportunity to make special preparation for admission to the 7A grade, and by so doing to shorten the time necessary to complete the work of the elementary schools.

As a result hundreds of these special classes have been formed, to the great advantage of the pupils taught. Several of Grade D classes—classes for pupils who desire employment certificates and who have nearly completed their one hundred and thirty (130) days of schooling since they were thirteen years of age—have been established in our vacation schools this summer.

Is it possible, then, even by resorting to the Galveston, Batavia, Oskosh, or other system, to avoid having backward pupils? *By no means.* The Lord has not distributed gray matter equally among our school children. All we can hope to do is to reduce considerably the number of backward pupils, and give to many of them a fairer chance than they have ever had before.

The special requirements are suitable rooms and proper equipment—large and well-lighted rooms with plenty of aisle space, movable and adjustable desks and seats, and an abundance of illustrative material; small classes, each class not to exceed thirty pupils, and in the case of physical and mental defectives, not over fifteen or eighteen pupils; a course of study outlined to meet the needs—not of children in general, but of these particular pupils; a flexible system of classification that gives heed to individuals rather than to masses; specially qualified teachers—teachers who have a natural aptness for the work, as patience, tact, resourcefulness, love of children, and faith in humanity—and who are enthusiastic students of child nature and school problems, with expert knowledge enough to recognize and interpret defects; and suitable instruction and sensible management. Such teachers as those indicated can be found with a little effort, especially if the salary schedule gives recognition to special work and superior merit, as it should. The instruction should place great emphasis upon work that is interesting and of value, such as manual and industrial training, civic and moral training, physical exercises, excursions to places and objects of interest.

The key to success is *interest*; and the teacher is wise who causes every subject to breathe with life.

The management should be kind and sympathetic. If the pupil sees that his teacher is deeply interested in him—sympathetic, kind, appreciative—he will respond gloriously. As Dr. Johnstone puts it; "What we need is forward teachers for backward pupils."

The spirit of modern education at its best; of education that deals with individuals rather than with masses, especially of backward and unpromising pupils; is found in the parable of the lost s "How think ye? If a man have a hundred s and one of them be gone astray; doth he not the ninety and nine and go into the mour and seek that which is gone astray? And if that he find it; verily I say unto you; he rejc more of that sheep; than of the ninety and nine went not astray. Even so it is not the will of Father which is in heaven, that one of these should perish."

The Trail of the Troublesome Boy.

By SUPT. CARROLL G. PEARSE, of Milwaukee, Wis.

[Paper read before the General Session of the American Institute of Instruction, at New Haven, Co

Within a generation or two the physician who attended us in illness relied upon a very limited range of remedies, and jolop, blue moss, and ipecac were in constant requisition; the surgery of that day was chiefly blood-letting and teeth were forced out by the turn screw. This was the day when water was denied to patients burning with fever; when hospitals for the insane of whatever degree were "mad houses" and their inmates were confined in straight jackets.

It is not so very long; either; since our schools were primitive and the schoolmaster's knowledge of the principles which underlie his great craft; and of the appliances with and the material upon which he wrought; was quite as meager as that of his professional brothers of the pill box and scalpel. And of that most important element in the work of his craft, the boys and girls with whom his work lay; he knew least of all. He had no clear conception; either, of that other important fact; that in elementary schools at least; it is the boy who is to be educated, rather than the subject which is to be taught.

An old writer on education says that his schoolmaster knew the boy had a faculty called memory; and that the boy's memory might be stimulated by blows from a stick applied to the boy's skin.

In that older day many a promising child was laid away in its eternal sleep for lack of the remedy or the treatment that to-day is commonplace and available to all; many a darkened soul went out in the darkness of insanity; when right care as we know it might have given back his reason and his chance in life; many a wretch suffered excruciating pain from ill-kept teeth or from some accident or some slow growing malformation which modern dentistry or surgery would easily and quickly remedy.

And so in the school life of that day; the crude methods of teaching and the cruder methods of management while producing results of great benefit both to individuals and to the State; yet failed in numberless cases to supply the need of the child. Any pupil who did not fit the general scheme or the crude conditions, was troublesome; and the trouble was likely to be visited upon his outer skin. The boy who was stubborn or mischievous; or nervous or dreamy, or dull or inattentive, or who could not do well in certain prescribed studies; or who did not "take to his books,"—all these were troublesome.

The remedies applied to correct these troublesome manifestations were as few and crude as those of the healers of the body. The great argument lay to the sensation of pain lodged in the boy's skin. If he proved not amenable to this and the few other remedies as crude; he was very likely to be pushed overboard as the car of education jostled on its way. The trail of the troublesome boy was likely to lead out of school by a short cut into the tangled thickets of life.

As towns grew and school systems increased in magnitude; the greater numbers of children under conditions not wholesome or natural, incr the number of special or troublesome cases i schools; and the greater average number of necessarily given to a teacher decreased the which teachers who saw the opportunity, migh to the individuals with a tendency to be trouble

The increased number of troublesome chi thus developed has of necessity drawn the atte of thoughtful teachers to this phase of their and the study which has resulted has already br about much improvement—an improvement necessary both on account of the boy who n wiser handling and a better chance, and beca the energy wasted by the teacher and the ti teacher and pupils wasted while trying to brin boy into a state of conformity with normal s room conditions.

In the old time school-room; children deaf or were of so troublesome a quality that they seldom retained. The blind child grew up, the parents could provide private instructio would send him to a State institution where tha available, barred from proper education and much association with seeing people, getting imperfect knowledge of the world thru his senses as the conditions permitted. The deaf in the same conditions grew up passionate; una mingle with hearing people—a creature of signs and inarticulate sounds.

Experience to-day has shown that blind ch and deaf children may be taught successfully i public schools in almost any good sized Special appliances and special teachers must b vided. At first these children must spend all school time with the special teacher in the s room. Later as they pass the earlier stage learn to read from their point letter books, read lips and acquire the power of speech; the spend some time in the classes with normal chi and still later most of the time may be spent i regular classes.

The possibility of this work has already demonstrated. There is nothing to hinder i auguration in hundreds of cities and villages it has not yet been tried. By it children may up at home; enjoying a mother's love and a fa care; they learn to live comfortably with hear seeing people; they thus become a part of the munity instead of a class apart; as is the ten when their early; their formative years; are sp an institution.

There is in most schools a small number of ch who are not feeble-minded; but who are ye quite normal or possessed of all their mental p Probably no class of children furnishes indiv more persistently or incorrigibly troublesome this, when they are retained in the regular s and taught with normal children. The lack o

who is likely to fail of promotion may get his difficulties cleared up so he can keep his place in the class. And not least, the boy who is older, stronger, more industrious and capable, may often, by the help the teacher can give during this period, fit himself for special promotion to the next higher class. Here, by the aid of the new teacher at the special help period, the pupil may soon find himself abreast of the work in the higher class, and a half year saved.

This special help period is practicable in any school, under any system of organization or classification. Its intelligent use will remove a multitude of small causes for trouble; it is not unusual that the laggard, the boy who is behind in his lessons, who does not understand his work, who is out of touch with his teacher is a trouble maker in the room.

In every school system pupils will be found who do not fit into any class. They have not had good advantages previously and are far behind most children of their age; they are well taught in one or two subjects but backward in others; they have just arrived from some foreign country and do not understand the language; they lack interest or application or habits of study, and the special help hour does not give the regular teacher enough opportunity to get the necessary hold upon the boy and his interests.

For all these and for other cases, the ungraded room provides the remedy; for if the attempt is made to place these children in the regular classes, one of two things is likely to occur: either the pupil will become discouraged and indifferent and as a result, finally troublesome; or becoming discouraged and humiliated he will drop out of the school.

The teacher of the ungraded room must possess sympathy and tact, and skill and courage, and must have the power to lead and inspire the boys and girls put in her charge. Many a boy must be kept in motion and at work until he gets the habit of doing things and finds out that he can accomplish something. Many a troublesome fellow must be overcome by the teacher's tact and generalship until he acquires a good disposition towards the school and towards his work. The teacher in such a room must not have too many pupils; sometimes, under special conditions, more than one such room is needed in a building.

In every considerable system of schools will be found a number of children whose habits and dispositions are such that they are not fit to be in a school with other children under the usual conditions. Their habits of speech and behavior may be bad; their treatment of other children upon the playground and on the way to and from school may be cruel or vile; their tempers may be such that either in the regular class or in the ungraded room, too much of the time of the teacher and the class is required to keep them in order and at work; they may be habitual truants and may contaminate other pupils in this, or in other respects.

For such children some cities have provided, and many others should provide the "special" or disciplinary school. The ungraded room is primarily to aid those pupils who need help in their studies or in forming habits of application,—pupils who may become troublesome, or get discouraged and leave school if they do not get the help such a room can give. The special school is primarily for those who by habits or disposition require special treatment and training in their management and discipline. For these schools most careful selection of teachers is required. Such teachers are born, not made. But under the care of teachers wisely chosen, wonders can be done for these children. Special reports can be made and special watch kept on those disposed to be truant, until regular habits of attendance are formed; special skill in management will often, in time, overcome infirmities of temper; specially wise appeals to the boy's better instincts will put him in a good attitude towards his schoolmates and his school work.

The troublesome boy's attendance at such a school need continue only until good disposition and good habits of attendance and behavior are established; he may then return to the school which he would regularly attend. In some cases this will be in a few months; in others, it may require years. But while the need continues, nothing can so well meet it, and so relieve the regular teachers and their classes as these special schools.

In every large school system, and in most smaller ones, there are boys, and sometimes girls, who are on the way to become criminals. They have not yet reached that point, but will probably do so unless some preventive measures are taken. Some of these have no homes; some of them might better have none.

For these the parental school presents the solution. Such a school is not a reform school; the boy sent there does not find himself with young criminals. It is a school which, for the unfortunate children who need it—who cannot be controlled in any of the usual schools;—whose hours out of school undo all, perhaps more than all, the good any day school can do them during the usual school hours,—takes the place of a home.

In such a school, which of right should be situated in the country—not in a congested district in a city—certainly not near a prison—these children live under hygienic conditions, eat wholesome food, have proper sleep. They learn good behavior and good principles of action by precept and by example. They form regular habits of life; their hours of sleep and exercise, of study and work and recreation are fixed and must be observed. Sympathetic but firm control is exercised over them.

They learn to be useful and industrious; frequently they learn to practice some useful means of livelihood, in addition to learning the usual subjects taught in the schools. But last of all, the regular life, under wholesome conditions, forms habits of well-doing, and develops self-respect; these serve as bulwarks to keep them in the paths of sobriety and industry and good citizenship when the time comes for them to leave the school.

Many excellent schools of this sort are now established; the need is generally recognized. It is only important that more of them should be available. Every school system should have, as the remedy for those cases which require it, this agency for the benefit of the troublesome boy.

And so, by these means to which reference has been made, but particularly by those four agencies of general application and sequence which have been last mentioned—*the special help hour, the ungraded room, the special school, and the parental school,* the public schools may aid in smoothing the trail for the troublesome boy; and instead of attempting to make him walk always in the broad highway by which most children may comfortably pass, they may lead him by a trail which his feet can follow up to a self-respecting and useful manhood.

The late Henrik Ibsen was not a success as an examination candidate. A French paper once published the reports of the examiners on the papers which he sent up for the baccalaureate. They run as follows: "Knowledge of native language, good; Latin prose, good; Latin essay, fair; viva-voce Latin, only moderate; Greek, bad; arithmetic, bad; German, very good; French, good; religion, good; history and geography, good; Hebrew, good; geometry, good. *Remarks*—By no means a fool."

The bad Greek and arithmetic, however, sufficed to plough the candidate.— *University Correspondent* (London).

The School Garden as an Instrument of Sound Education.

By PRIN. W. A. BALDWIN, State Normal School, Hyannis, Mass.

[Address at American Institute of Instruction.]

It would at first seem unnecessary to discuss such a question. Why may we not take it for granted? Nearly every one seems willing to admit that the school garden might be so used as to be an instrument of sound education. Why not rest the discussion there and proceed to introduce school gardens as fast as possible? That is what many people seem quite willing to do. Will they not be quite as willing to put them out when the tide of discussion turns and the school garden movement is under the ban of criticism? For the tide will turn. The school garden will not accomplish all the wonderful things that it is being advertised to accomplish. Some of our conservative friends will soon be saying: "Back to the fundamentals! School gardening is a fad! It came in with trumpet blasts and was to cure all of our educational ills. It has run its course and must be put aside with the other fads, nature study, drawing, and manual training!"

Is it not worth while to take time to discuss the pedagogical value of this latest applicant for a place in our crowded course of study, and not blunder in only to blunder out again?

We do well to remember that the school gardening is only one form of the great movement of industrial education.

It seems well to me to divide the discussion into two parts. In the first, I shall deal with the importance of industrial education for the public schools. In the second part, I shall use the school garden as an illustration of such industrial work as seems to be appropriate for our schools. Just at this time there seems to be a great awakening to the importance of industrial education. Is this apparent enthusiasm well founded? What really is the general attitude toward industrial education for the public schools?

At a very important meeting recently held in one of our large cities, a prominent educator from one of our great universities was urging the importance of introducing at once into our schools some form of industrial education. His whole address was in favor of such immediate introduction. Just before finishing, his real attitude toward the subject was revealed when he said: "We should at least put some work of this character into the upper grammar grades and some into the last years of the high school." After the meeting I asked several superintendents who are very much in sympathy with the movement what they thought of the address. Every one of them agreed with the sentiments therein expressed. In other words, very many of our most thoughtful superintendents seem to think that a slight modification of our present course of study—the addition in the upper grades of a little manual training—will do the trick, will patch up the weak places and make our courses balanced. This seems to me absurd. It is not so much a new subject that is needed in our schools as it is a new spirit.

Can there be sound education without industrial education?

What part does industrial education play in the education of a man?

Why should the schools take it up?

How shall the schools take it up?

It is well to look about and see how the good Lord has been educating men. The process has been going on for many years and tho the form is continually changing, the fundamental principles have always remained the same, and they will remain the same for some time to come. Every man who has become a real leader has, to use the words of Rev. Wm. C. Gannett, become so by following the simple rules of "order, diligence, patience, honesty." "The conditions for them as for us are largely the plod, the drill, the long discipline of toil."

We are all familiar with the writings of Professor James who has pointed out so clearly the necessity for physical expression as a continued accompaniment of impression. We are quite willing to admit that the body must be made strong and subservient to the mind. And we have hastened to put physical training and some formal manual training into our schools. We are not so clear in our minds as to the value of the work to bring about such a condition. Those people who labor most with the hands are the least educated in the ordinary sense of the term and we associate a lack of intelligence and culture with physical labor.

"A good education," says Plato, "is that which gives to the body and to the soul all the beauty and all the perfection of which they are capable."

Such an education demands among other things:

First, a strong, healthy body.

Second, a body trained to do the will of the mind, and a mind made alert thru physical experience.

These two points have found expression in the statement that a young child should be first a perfect animal.

Third, the right attitude toward life and toward people.

The first two may come thru play and thru artificial exercises, but the third and most important one, never.

In fact, if we will but look away from our schools with their artificial conditions for a little while, we may see how God has been educating men thru the ages. If our eyes are open we shall soon see that very young children play, but very soon they commence to work.

The strong physique is the rule only among those people who do regularly hard, physical labor. And the same may be said regarding the sound mind. The judgment of a man so trained is worth much more than that of the mere man of books.

These facts are so fully borne out in modern psychology that I do not need to dwell upon them. But the third point does not yet seem to have received such general acceptance. Must one indeed labor with his hands in order to have and to keep the right attitude toward life? I certainly believe so. Emerson says:

"I hear therefore with joy whatever is beginning to be said of the dignity and necessity of labor to every citizen. There is virtue yet in the hoe and the spade for learned as well as for unlearned hands. And labor is everywhere welcome; always we are invited to work.

"But the doctrine of the farm is merely this, that every man ought to stand in primary relation with the work of the world, ought to do it himself,—and for this reason, that labor is God's education; that he only is a sincere learner, he only can become a master, who learns the secrets of labor, and who by real cunning extorts from Nature its scepter."

It is well to remember that most people spend most of their time in getting a living, but in getting a living they get all things,—patience, perseverance, sympathy for others, and an understanding of the needs of society.

From getting a living for one's self one grows into getting a living for one's family and thru the proper care of his family he comes into proper relations with Church and State.

And you will remember that Goethe in his picture

of a pedagogic Utopia makes everybody work with his hands. One set of students forms a community for mining, another for the rearing of horses, and the basis of all their study is the real labor connected with that branch of education with which they are engaged.

If we can agree that education demands:

First, a strong, healthy body;

Second, a body trained to do the will of the mind and a mind made alert thru physical experience; and

Third, the right attitude toward life and toward people, then we do well to test our schools along these three lines:

Does the ordinary public school

1. Build up or tear down the physique of the child?

2. Train his body to obey his mind and develop in him sound judgment regarding the every-day affairs of life?

3. Build up a right attitude toward life and people?

We answer these questions in our minds as fast as they are stated. Our schools are training away from those things which industrial training is supposed to give.

See yonder high school boy. His coat is of the latest cut; his collar is white and lustrous. His mother scrubs to keep him so. Ask him to sweep up the dirt which he and his fellow students have made and hear him answer: "Do you take me for the janitor?"

Or see this sweet girl of sixteen who is proud to declare that her mother will not let her spoil her hands in dish water.

It is easy to prove that the home is as responsible as the school. Both the modern home and the modern school seem to be conspiring to educate our children without physical labor and away from thought of physical labor. But we are here particularly concerned with the responsibility of the schools in the matter.

In the report on industrial and technical education which is deservedly receiving so much attention, Mr. Martin has shown very clearly several things in connection with education as it used to be in New England.

First, there were two systems—the liberal, in school; the vocational or apprentice, out of school.

Second, these systems supplemented each other.

Third, the apprentice system has disappeared, and to use the words of the report:

"In place of two systems of training, balancing each other and mutually co-operative, there came to be but one, absorbing all the time and thought and interest of the children and youth,—a system of education isolated and one-sided.

"Well-to-do people are everywhere lamenting that there is nothing for their children to do. The children are always receiving and never giving. Food, clothing, shelter, education, amusement,—all come to them as freely as the air and the sunshine.

"The effects of these changes repeatedly brought to the attention of the Commission are not most serious where we might naturally expect in a lack of manual efficiency, tho that is marked, but on the intellectual and moral side. There is a one-sided sense of values, a one-sided view of life, and a wrong attitude toward labor. Not having any share in productive labor, and being out of touch with it, the youth have no standards by which to measure time or possessions or pleasures in terms of cost. Many persons believe that about this point center some of the gravest of present-day social problems."

You have, I believe, already discussed the recommendations of the Commission. I would like simply to call attention to the fact that if these recommendations are really carried out, we must find some way for giving the children physical labor which is real, productive, and which meets a recognized need of the school or the community.

Shall the school recognize this industrial work without which no human being can be educated? Shall it encourage and foster this as an integral and necessary part of all true education? Or shall it go on disregarding this and throwing all of the weight of its influence against it?

If now we are fully convinced that some form or forms of industrial education are necessary in the proper education of every child, we would seem to be ready to turn to the second part of our paper and discuss the school garden as one appropriate instrument of such education.

The child is born into a world of mystery. The business of education is to help him to understand his environment, to be able to adapt himself to it and to adapt it to his own needs. The environment acts upon the child and the child reacts upon the environment.

Every normal child feels in the spring, the time of the making of gardens, indefinite longings; nature, animate and inanimate, woos him; the woods call to him; the birds sing for him; even the breezes bewitch him.

He longs for the free wild life of field and woods. The school garden is the best means yet offered for satisfying this natural longing of the child. Not only so, but it is the civilized way of answering to this call. It is the way in which the majority of men living outside of cities are responding to it. It is the way in which every man and woman in the world would do well to respond to it. It takes the wild longings and instead of repressing, turns them to advantage in making life more comfortable, more understandable and more beautiful.

To get the matter more definite in our minds, let us picture to ourselves an ordinary boy with his garden. I am thinking of a school garden in the home of the garden—in the country, or in a village with the country all about. A city garden has its value but it is away from its natural environment and must be artificial and like all things artificial it must give many wrong impressions.

Our boy is in the fourth grade and so about nine years of age. He is given a plot of ground 16 by 7 feet, in which he may plant vegetables. He has a choice between several kinds of vegetables. In another plot 8 by 4 feet he may plant flowers. He is also interested in class plots containing strawberries and experimental beds devoted to cereals, peanuts, and other vegetables in which the class in geography may become interested. He is pretty certain to have a garden at home which is wholly or or in large part of his own planning.

Now how does the pedagogy come into such work? In laying out the garden and planning it, the child is dealing with real things and real conditions and so we have the best kind of *objective work*. Every step is here based on sense perception, and sense perception, you will remember, was one of the most important of the contributions of Pestalozzi to modern pedagogy. The work is done by children themselves, hence we have self-activity There is some chance for choice and personal initiative and so the creative self-activity comes in. Self-activity and creative self-activity are the magic words which Froebel gave us.

As the work goes on with planting, weeding, watering, fighting insect enemies, and welcoming the birds and toads, the above pedagogical principles are continually being applied. The work is objective, the child is active, imitative, and in some degree, creative.

Not only so, but the child sees there, various objects in their *natural relations* to each other and to

himself. He sees the relation of the plant to the soil; the sunshine, the rain; of plant to animal life; and of plant and animal life to men. He not only sees these relations but he feels them—they become a very part of him. He thus gets real knowledge of real things in a real way. Such *knowledge* is *power*; power to do; power to understand, a basis for good apperception. The modern doctrines of interest and of apperception are certainly in and thru such work. The child, because of such work, will be the better able to understand plant life in all parts of the world, past, present, and future. If he sells a portion of his products, as he should be allowed to do, he will get glimpses of the dependence of man upon the product of the earth and of the importance of the work of the farmer. If a part of his products are used in his own home he will understand something of the joy which comes from productive labor well done. If our boy is again given garden work in the upper grades considerable work may be done toward developing what Mr. Martin has called "industrial intelligence" and he will be the better able to meet the modern industrial and social demands.

We have noted how the garden work comes as a response to the natural demand of the child and how many of the pedagogical principles of our great educational leaders are at once suggested when we consider such work. Let us now reverse the process and starting with the great doctrines of modern pedagogy test this kind of work by them.

Modern pedagogy can; I believe; be fairly well compassed in five statements:

1. The doctrine of sense perception.
2. The doctrine of relations.
3. The doctrine of apperception.
4. The doctrine of interest.
5. The doctrine of habit formation.

We are coming to see that these doctrines cannot in practice be separated, but must merge into each other. In other words, sense perception is not normally developed when the senses are exercised upon a potato bought at a city market and brought into the school-room regardless of the doctrines of relations; of interest; and of all the others.

But if a potato is planted and watched and tended thruout its cycle of plant life, and if the product is used for food, then the sense perception is developed upon something seen in its natural relations to earth, air, sun, and water; and to the needs of man; certain interests are being built up; a basis for right apperception is being established and right habits are being founded.

All these doctrines of modern pedagogy merge together then into one; viz.; education—living; and living means the gradual unfolding of the soul thru reaction upon environment; physical; industrial; and social. The school garden gives many opportunities for such unfolding.

In fact this conception of education is gaining ground thru just such industrial work as the school garden affords. Just as in psychology the old doctrine of the mind as made up of separate faculties has given way to the conception of the mind as a unity; so in pedagogy the attempt to train the child physically at one time and mentally at another and then to subdivide the mental and train him on the sensory side at one time, on the apperceptive side at another, and on the interest side at another is giving place to the pedagogy which puts the whole boy at school at once. A live boy in a live school. And I know of no form of work which has thus far been introduced into our schools that is helping so much as is the school garden toward the development of this latest and best thought in pedagogy. Certainly then the school garden is an instrument of sound education.

In closing; let us review briefly the points which we have considered.

1. There is a growing demand for industrial education in our public schools.
2. Many educational leaders who favor such a demand seem to think that slight modifications of our present curriculum ought to satisfy this demand.
3. Others feel that the school is now expected to do the work in education formerly done by both the school and the apprenticeship system.
4. That the school is at present simply continuing its former line of work and is therefore "isolated and one-sided."
5. That education can be rounded out only by the introduction of industrial work thruout the grades.
6. That this industrial education must be of such a character as to (a) strengthen the body, (b) train the mind to co-operate with the body, and (c) give a right attitude toward life and society.
7. That the industrial work must therefore consist of real physical labor which is productive, which is needed and for which the child shall receive directly or indirectly some adequate compensation.
8. We have considered the school garden as a form of industrial education which may be so used as to meet the above mentioned requirements.
9. We have seen how this form is a response to the nature of the child.
10. How it lends itself to the exemplification of the most important teachings of modern pedagogy.
11. And how finally, it is forcing us to see that all attempts to educate the child in accordance with separate or isolated principles are artificial and so doomed to failure.
12. That education is an organic whole; a growth; a life; an unfolding; a continuous progression of readjustments of the soul to the ever-changing physical and social environment.

It ought to be noted that if school gardening is to accomplish what has been suggested, several things must be true; viz.:

It must be work and not play. It must be to the child, in some degree; what the farm is to the farmer. It must be planned and conducted with the idea that it is to yield a fair return for the labor which is put into it and that the child who does the work is to reap the reward of his labors.

We ought to remind ourselves in closing that such school garden work as I have in mind will make the child industrious, thoughtful, and sympathetic. It will cultivate simple tastes and will help him toward the appreciation of such sentiments as we find expressed by Hawthorne,—"In chaste and warm affections, humble wishes, and honest toil for some useful end, there is health for the mind, and quiet for the heart, the prospect of a happy life; and the fairest hope of heaven."

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A Study of the School Principal.

By SUPT. CLARENCE E. CARROLL, Rochester, N. Y.

[Abstract of paper before American Institute of Instruction.]

In the first stage of the development of the school principal he was the only teacher. He was responsible for the discipline and the courses of study. Discipline always implied coercion. The courses of study for all except the beginners reminds one of the underground cable that formerly dragged the street cars over a given length of track in a great city. This course of study hooked up the pupil at the beginning of the book at the beginning of each term and the class always went thru the book in ten weeks. Each subject was as isolated from every other as were the school and schoolmaster from the community.

The second phase of the history of the school principal was marked by a tremendous decrease of authority. With the appearance of the superintendent, to the principal was assigned the children of a section or fragment of a community, and these might be in primary, intermediate, and grammar grades. The number of pupils in a room, the assignment of teachers, the course of study must all be *approved*.

At grade institutes, the methods of study and instruction are minutely considered, suggestive lessons are given and pedagogical courses laid out for the principal and his (not his) teachers.

Special teachers, from two to six in number, teach new subjects that the principal is supposed to know very little about. Long ago, some States and cities decreed that neither the principal nor teacher should strike a blow. The pupil must be self-directive as he is self-active. Discipline is a result of interest and voluntary attention. The school is a smooth-running, frictionless machine that calls for no coercion, or if will power is to be exercised in directing the will of the pupil, it is furnished by the teacher. An up-to-date teacher never refers a case to a principal. Or if once in a great while an incorrigible or a truant appears, the principal can only appeal to the parent. If this fails, the principal, the teacher, the parent, and child, together, must meet at the office of the superintendent and the discipline consists of a friendly and heart-to-heart talk among all present. Mutual promises are made by the offender and his parents that the school shall be relieved of the nuisance and this promise is generally kept.

Undoubtedly the parent sometimes employs old-fashioned methods of punishment at home, after the interview, but the principal never, or, if he does, it must be after one sunset, in the presence of two witnesses, and must be followed immediately by a written description of the method and quantity of chastisement, and is often preceded by permission obtained from the parent and the superintendent. No wonder a principal prefers not to punish under such conditions. Unless one can warm up to the occasion by due admonition and by taking a boy by the collar and dancing him to the basement, and by giving the deserved chastisement at once, there is no satisfaction in the experience at all. It is usually no exaggeration to say that it is often very difficult indeed for a parent or superintendent to persuade a principal to administer corporal punishment.

In this possible complete loss of original authority and apparent importance, there was a chance for the principal to become a mere figurehead. Pupils, teachers, and parents knew all about the great change which sometimes all came about within a year. The principal conformed, perhaps, but you could hardly expect him to do more. It takes years for a man to become really enthusiastic in assisting in such a revolution in his own case. He might resign perhaps or he might secretly remain disloyal, or he might under pressure become pliant, uncertain, and lose his manhood. He often and often has become a nonentity, a shade seen only now and then by the children, and referred to in pity or contempt by those who formerly admired him. This is no exaggeration, either, and logically it began to appear that the principal was no longer a necessity. Of course, some one in authority must appear, occasionally, and so a district principal was in charge of several buildings.

At the present moment there is little public discussion of the school principal. The district system appears to hold its own, largely for financial reasons, but meanwhile an entirely new type of school principal is coming in sight. This principal is shorn of his ancient authority but he is everywhere an original force. He is both an executive and a leader. He is responsible for carrying into effect the ideas of other people, and yet is a power in the school and in the community. A brief description of his activities will give a good picture of the present-day school itself.

The modern school of the first order has an attractive exterior. A man, a woman, a home, or a school, equally, has personality. Little touches here and there set off the individual and give him a rating. There is an indefinable something about the exterior of an attractive home that establishes its individuality, and that distinguishes it from all other homes. The school-house is no exception, and a live school principal is as sensitive about his school building as about his place of abode. He is as particular about his school lawn as about his shoes or his necktie. They are all parts of himself. Not only he and his boys wheel loam to grade and sod to turf the school yard, but teachers and children all share in planting vines, trees, flowers, and vegetable gardens, which they guard with the most jealous care. No sign is needed to keep children or neighbors or strangers off the grass. Flowers bloom and fade and are never disturbed, for the entire neighborhood seems to have a joint interest in the school garden. I have seen in a great city acres of flowers and vegetables under cultivation, streets for half a mile lined with flowers and set with young trees by school children, all as safe from injury as if they were within an English hedge. In the midst of this bower, once a spot so barren and desolate as to be repulsive and to invite abuse, we see the principal once so fierce and arbitrary, now in sweet companionship with children. Let it be said that this picture is due wholly to the initiative of the principal and that his leadership alone can bring such a transformation to pass.

The leadership of a wide-awake principal is just as evident within as without the school building. At least a few pictures and some statuary are seen about in the halls and in the school-rooms. The manual training classes and the sewing classes have contributed some things of beauty in which they have common interest and common ownership. There is good housekeeping, and the children cooperate with the janitor in keeping the house clean and wholesome within and without. All this is incidental, but it is coming to be a most vital part of good education, and the principal who fails to comprehend its value and necessity is fast asleep and only a survival of doubtful value.

The principal should make himself felt in connection with the course of study and methods of instruction. Geography, history, literature, nature study, and spelling, offer wide choices. Only types of these studies can be undertaken and the selection of these types must be made intelligently. The principal must be familiar with and responsible for every set of choices of every teacher, at least twice each year. The principal should follow constantly the

work of each special teacher in music, drawing, physical training, and manual training, and pronounce upon its success, and that is not saying that he should be a specialist in any one of these. He should know the strength and weakness of every individual teacher, ready to criticize and to encourage—by every teacher recognized as a friend and helper in the best sense of the word.

The principal of this model establishment becomes a center of influence in the community. Once or twice every year the parents are present in large numbers to see the work of their children and to co-operate in raising funds to decorate the school building. They form parents' organizations to promote community education generally.

In such an atmosphere the old-time so-called school discipline has practically disappeared. The new and more human subjects of the curriculum call for self-activity, and as a rule, pupils love to go to school.

Discipline is now mostly merely directive and not corrective. The principal effaces himself and is only one of several factors in discipline. If a case calling for discipline does appear, he is one of five persons who form a court in the presence of which the offender sits for judgment or reprimand.

Character, community, country, are other worthy themes that call for attention and constant oversight in the making and training of American citizens in the public schools. Any one or all of these may well awaken the enthusiasm of any workers in the educational field. Any man who can give proper form and movement to this organism that we call a public school may become the greatest character builder of the age. The very foundations of the nation are at stake. The public school alone can reach the child and the home of the foreigner, who is often in the majority in our cities. The ministry of the public school teacher is welcome in the alien home and often no other civilizing force can cross that threshold. The old-time principal would be as helpless to reform and reconstruct this household as a burly policeman.

The standard modern school principal approaches and represents a new ideal. He is a Joshua, a veritable evolution quickly accomplished to meet the need of the hour, to my mind indispensable to the full success of our school system and to our civilization. No private school, no set of unguided and uninspired teachers could ever reach into the community, whether rich or poor, and shape and adapt to present needs these diverse elements in the community. The type is well established and may be studied and advertised and identified, and recognized as different from all its contemporaries and predecessors, and we must give him place and honor and full responsibility.

What shall we say as to the relations existing between the superintendent and principal?

First, the superintendent is responsible for the existence of the proper ideal toward which the principal shall work. This ideal is always near at hand. Here and there in every community is at least one principal whose work embodies all that is best and most inspiring, all that I have suggested, who is near to the ideal. This type may be emphasized and a premium put upon it. The rest depends upon the vision and conviction and carrying power of the superintendent himself.

Second, there should be a good understanding between the superintendent and the principal. The superintendent should insure freedom to both principal and teachers. He should be ready to offer encouragement and suggestion, and cultivate faithfully the closest possible professional and if possible social relation. The superintendent's leadership must be firm and strong, but he is not much in sight; he provides good conditions; but he trusts his associates; he holds them to strict account and is in closest touch with all their movements, but they have his confidence; they frequently call him into their councils, but they stand alone on the fighting line.

His work is plain before him, no other can do the great task assigned him, and it remains for us to prepare the way and to give him room. Our relations with him are merely incidental, natural, logical, a result and not a cause.

Industrial Education in Europe.

[From the Report of the Massachusetts Commission on Industrial and Technical Education.]

England.

In 1889 an act was passed in Great Britain, called the "Technical Instruction Act," which permitted local authorities to levy a tax of a "penny in the pound" for technical education in England. In addition, the local authorities receive considerable revenue from what is known as the residue grant, or the customs and excise grant. The grant for the city of Manchester amounted to about £12,000 per annum, and by further legislation in 1903 it was made an absolute annual grant from the national exchequer to all those local bodies forever for technical and industrial training. It is no longer optional; they are bound to give it to technical and industrial training. London, however, receives more funds for technical education from the guilds and old charities than do other parts of England.

Over forty so-called technical institutions and polytechnics of considerable size are now flourishing and steadily growing in England and Scotland, while there are many smaller ones, new institutions being started yearly.

Character and Extent.

It is not sought to teach the practice of any trade or industry, but rather to supplement such practice with instruction in the art or science of principles applicable to specific industries, among which may be mentioned wood carving, engraving, inlaying, metal chasing, enameling, china painting, embroidering, artificial flower-making. Other subjects in the technical schools are physics, engineering,—steam and electrical,—building trades, metal trades, chemistry, textile engineering, manual training, commercial training, etc. There are also maintained instruction classes for women in cookery, dress cutting and making, and other domestic branches. Nearly every institution maintains day and evening sessions.

Fees.

The fees charged for tuition are very reasonable, depending in many cases upon the circumstances of the student. In the evening classes, for instance, many schools regulated their fees to correspond with the amount of money earned by the students at their work during the day.

Qualifications of Teachers.

Teachers of the workshop classes are found to require three qualifications: first, practical familiarity with the work taught, such as best can be acquired by holding a position as foreman in some first-class establishment; second, a knowledge of most of the scientific and art principles applicable to the work taught, and such as can be acquired in the best tech-

nical institutes; third, natural ability as teachers. In many cases it has been found very difficult to combine these qualities, but it is becoming less so with the age of the institutes. Some of the teachers in the evening classes continue to practice their trade by day. Where that is not done, special care must be exercised by the teacher to keep in touch with the latest progress of workshop practice.

Qualifications of Students.

While in general no specific examinations relative to the admission of students are insisted upon, except perhaps in the higher branches of technical education, yet the applicants must possess sufficient qualifications to enable them to successfully carry on the work of the schools. The minimum age at which a student may enter is, in most cases, fourteen years, altho there are one or two institutions which allow boys to enter at nine years of age.

Obstacles.

There are some obstacles necessarily met with in installing an innovation of this kind, such as the indifference of employers to the progress of technical education; but this indifference is being gradually overcome, many employers being greatly in favor of technical education, and striving to stimulate it by offering prizes for excellence in studies and paying in whole or in part the fees of their workmen at their trade. Employers, tho, are realizing more and more the importance of technical education, and prefer school-trained apprentices, paying such better wages than they would receive were they not so trained. The most serious obstacle, however, is due to the poor general education of the English workman.

Benefits.

The student is benefited as man by securing a better education. Where trade union restrictions are strong, or where the apprenticeship system prevails, he may not earn full journeymen's wages until twenty-one, no matter how competent he may be at an early age thru natural ability or work in the technical classes; but after twenty-one he may advance rapidly to high industrial position; and in the large number of industries where these restrictions do not prevail, the student will find his financial position soon improved thru proficiency obtained in the technical classes.

Aside from the improvement of the workman, two other benefits are widely noted. One is the greater appreciation by the purchasing public of the good quality of goods and of the artistic side of house furnishing,— medieval castings, ornamental brickwork, enameling, etc. The other advantage most widely noted is that of the trade itself. This may take the form of developing from the ranks of the workmen a superior class of foremen and of skilled workmen; or it may take the form of revealing and developing to untold usefulness the small minority, estimated by one distinguished principal as three per cent. of his pupils, who are naturally observant, and who, under the training of these technical instructors, are likely to become the great inventors and masters of industries.

The greatest evidence of the value of these schools is their growing popularity, as shown by the number of pupils in attendance, and the disposition of the business interests in control of English city governments to increase the expenditure for these institutions.

Attitude of Trade Unions.

When the schools were first established the attitude of the trade unions was not friendly, in many instances the unions opposing their establishment. As time progressed and the real benefits of the institution came to be fully realized, the unions withdrew their opposition, and at the present time they are very favorably impressed with the schools, and assist the students by offering prizes and scholarships and in some cases paying the tuition fees.

France.

Formerly in France, the practice of the handicraft trades was regulated by the trade guilds. This system remained in vogue for several centuries, but because of abuses it was greatly restricted by royal order in 1776, and in 1791 the guilds were definitely abolished.

The first attempt to establish an industrial school in France was made by Duke de la Rochfoucauld. In 1799 it was declared a National school, and later was converted into a school for training foremen. It was followed by other government institutions of a similar character, but it was not until the last third of the nineteenth century that means were really provided for the technical training of ordinary workmen.

There is at present an elaborate system of trade and technical schools founded and controlled by the Government, and others operated by private individuals and municipal authorities. The Government has provided liberally for the maintenance of these schools, and to-day France possesses a remarkably complete system of trade and technical schools, operating under public auspices, for furnishing technical education in all grades, from the teaching of the simple operations of ordinary trades to the training of engineers for the most advanced scientific and technical work.

The year 1878 may be considered as the starting point of the modern movement to establish a system of public trade and technical schools of a primary grade in France; and in December, 1880, a law was enacted providing for grafting technical instruction upon existing primary schools, and they were maintained by the departments and communes. One result of this law was the establishment by the Government of three national trade schools, which were intended to serve as models for others, and at a later date another school of the same character was opened. In 1892 a change in the organization and control of primary technical schools was made, and for the first time France had a system of primary trade and technical schools under Government control, and to the Ministry of Commerce and Industry was intrusted the provision for industrial education. The Ministries of Public Instruction and Fine Arts, and Public Works also, have jurisdiction over some of the schools. The Ministry of Commerce has supervision of all the State technical and trade schools proper, except those teaching mining and decorative or industrial art.

Aside from the State schools, a large number of institutions, including municipal, communal, departmental, and private schools for purely trade and technical instruction, are subsidized by the Government and placed under the supervision of this department. In addition, there are a number of trade schools, continuation schools, trade courses, etc., which are maintained by local governments, trade unions, employers' associations, religious orders, societies, etc. For a number of years the municipal authorities of Paris have been very energetic in providing model institutions for trade and technical education, sparing no expense in the matter of buildings, equipment, and teaching personnel; and, as a result, Paris has the most progressive schools in France for the primary grade of trade instruction.

The number of institutions established by labor unions and employers' associations is very large and rapidly increasing, the greater number being evening trade, technical and drawing schools. Most of them are what is known as continuation schools and courses; altho there are a few genuine trade schools among them. They are found all over France, but are naturally more numerous in Paris. Many are sub-

sidized by the State, department and municipality. There are also a number of important industrial schools founded by the various religious orders, particularly the Brothers of the Christian Schools and Salesian priests. An elaborate system of administration and inspection of the State and subsidized schools has been provided by law.

Classification.

Schools for advanced industrial education. Schools for decorative and industrial art. Practical schools of commerce and industry. National trade schools. Trade schools for several trades. Trade schools for single trades. General industrial schools. Trade and technical continuation schools and courses. Industrial drawing schools.

Among the subjects taught are: blacksmithing, molding, carpentry, wood-turning, wagon-making, mechanical and electrical engineering, spinning, weaving, dyeing, drawing, architecture, engraving, gun-making, embroidery, millinery, artificial flower making, dressmaking (for women), marine engineering, printing, typesetting, tailoring, bookbinding, lithography, stenography, and typewriting (for girls), physics, chemistry, shoemaking, textile engineering, watchmaking, machinery, locksmithing, plumbing, etc. The courses run from two to four years, with day, evening, and Sunday sessions.

Tuition.

Tuition fees, in some cases including board and lodging, run from 2,800 francs ($540) a year for the high commercial school to as low as 5 francs (97 cents) in other schools for each course taken. In some institutions no charge is made for tuition; in others tuition is also free, but students are required to buy certain meals at the school (except those in indigent circumstances), for which a charge of 4 to 11 cents is made. In many institutions a small deposit is required to defray cost of materials and supplies used, and as a guaranty against damage to school property. In many cases scholarships are given, and tuition fees for those not able to pay are remitted. In some instances a small entrance fee is charged.

Qualifications of Students.

Students must not be less than thirteen years of age, and, as a general rule, not over sixteen years of age, altho in some cases nineteen years is the limit. While all applicants are generally required to have a primary education, yet some institutions make it obligatory upon the candidate to pass a competitive examination for admission.

Benefits.

While trade and technical education is not intended to do away with apprenticeships, but to furnish a supplementary aid in the application of theory to practice, yet graduates of these institutions find no difficulty in readily obtaining employment, and at a higher remuneration than those who have not a technical training; and in some cases the school training has been found to supersede, or at least materially reduce the time of apprenticeship. Employers prefer school-trained men, and give them the preference whenever possible.

Belgium.

Belgium has recently established a fine system of technical training schools, over which the Government has supervision. Each year the Ministry of Industry and Labor receives from Parliament, as a subsidy, a sum to be distributed among the schools entitled to it. The Ministry has adopted the following general rules regarding assistance rendered: for schools of theoretical instruction only, as industrial schools, a subsidy equal to one-third the total expenses of the school is given, after deduction has been made of any rent paid and the sum realized from tuition fees; for trade schools proper, combining both theory and practice, the subsidy is equal to two-fifths of the total expenses, after similar deductions have been made. The Government also pays half the expenses of equipment of the schools with the necessary appliances. Almost all the important schools are also subsidized by the provinces or communes in which they are situated, and certain sums are also received from individuals and industrial organizations. The Government, however, has taken no part in the formation of the schools, only exercising a supervision over them after they are established. A system of regular inspection by a corps of expert inspectors, attached to the Ministry of Industry and Labor, is maintained by the Government over the subsidized schools. Schools may be established by communes, by private individuals, or in some cases by the provinces; and all have the privilege of receiving subsidies, if they meet the requirements imposed by the Ministry of Industry and Labor.

Classification.

Institutions for Females.—Trade schools, including: (*a*) trade schools proper; (*b*) trade and housekeeping schools; (*c*) housekeeping and trade schools. Housekeeping schools and housekeeping classes. Trade courses. Apprentice shops.

Institutions for Males.—Industrial schools. Trade schools. Superior trade and technical schools. Saint Luke trade schools. Apprenticeship shops: (*a*) for stonecutting; (*b*) for weaving. Trade courses.

While these institutions differ essentially in character, there is not one that does not keep strictly in view the idea of preparing students to be able to earn their living by working in the particular branches of industry taught.

Great importance is attached to drawing in all trade and industrial schools, and even in the trade schools for females drawing forms one of the principal branches of instruction. This drawing is given for a practical end, and is given with reference to its use in particular trades or industries.

As a means of developing the highest efforts of the students, nearly every trade or industrial school has a small museum in which is placed its best works; and a public exposition of the work at the end of the year is a feature in most schools, especially in the trade schools.

Character of Instruction.

Trade Schools for Females.—The trade schools proper are those having the most complete program, both in theoretical and practical work, the sole object being to teach the trades open to girls, at the same time carrying forward the ordinary school education begun in the primary schools. These schools have a general course which is obligatory for all pupils. This generally includes such branches as French and Flemish, arithmetic, history, geography, hygiene, domestic economy, etc. The trades taught are necessarily limited in number. They include dressmaking and cutting, millinery, artificial flower-making, industrial drawing and ornamentation, painting (on glass, china, textiles, etc.), linen work (lingerie), embroidery, etc. Usually the general recitations are heard in the forenoon, and the practical part of the trade teaching is done in the afternoon. In these schools housekeeping is not taught except incidentally, and there is no effort to prepare the student for earning her living by housework.

The trade and housekeeping schools have a less extended course, both in theoretical and practical work, than do the trade schools proper, but considerably more time is given to instruction in housekeeping. This work includes mending, washing, ironing, cooking, etc. Instruction is given in the morning and afternoon, as in the trade schools proper.

Housekeeping Schools and Housekeeping Classes.—These schools are intended for girls of the laboring classes, and, while primarily designed to fit girls for the proper care of their own homes, the effect of the instruction received is to prepare them for entering domestic service. They probably constitute the most interesting class of scholastic institutions in Belgium, and, while they are interesting as educational institutions, they are much more so as social institutions.

The schools are open from four to six days a week, two sessions, each of two and one-half to three hours, being held each day. In the housekeeping classes there must be at least two sessions a week, each of two and one-half to three hours. In those schools open every day, the complete instruction may be given in one year; in those open but four days a week, two years; and in the housekeeping classes, two years.

Industrial Schools.—By the term industrial school as used in Belgium, is meant a continuation school, in which is taught a number of scientific or technical subjects relating to industrial work. There are no manual exercises, such as are practiced in trade schools, the instruction being of a purely theoretical nature. These schools constitute the largest and most important class of institutions that exist in Belgium for the technical training of young men, and their object is to give the workman scientific instruction which he cannot acquire in the shops, and to enlarge his understanding by imparting to him a knowledge of the general laws which govern the transformation of matter, in order that he may gradually relinquish routine work, and provide himself with the means of increasing the economic value of his labor.

These schools are especially adapted to the needs of those already engaged in trades or industrial work, the instruction being given outside of working hours. They do not intend to teach the practical part of particular work or trades to young men as do the trade schools; and, altho their programs are so arranged that boys may prepare themselves to enter particular trades, with a good knowledge of the theory involved, these schools appeal more particularly to those already employed.

Trade Schools for Males.—In these schools, as their name implies, the object is to teach the practical work of the trades, as well as the necessary amount of theory. Hence the instruction includes manual exercises; in other words, apprenticeship in trades. In this respect they differ greatly from the industrial schools, in which, it is seen, the scheme of instruction does not include manual exercises.

These schools owe their origin to the pressing need of skilled all-round workmen in many of the trades. The tendency in the private establishments was too much towards specialization to allow workmen the opportunity of learning more than certain branches of particular trades; and, moreover, it involved a loss of wages when a workman was transferred, voluntarily or unvoluntarily, from one branch where he had gained efficiency to another in which he was deficient, or of which he was totally ignorant.

These schools do not undertake to teach such a diversity of subjects as do the industrial schools. Trade schools are sometimes founded for the purpose of teaching the theory and art of a single trade, as for instance, the tailoring schools.

With regard to the hours of study, there are two distinct classes of trade schools. In one class the school apprenticeship is intended to supplant entirely that of the shops. In such schools the apprentices work all day, with intermissions for lessons in theory. In the other class of schools the instruction is given at night, either every day or on certain days of the week, one school having a Sunday session and two night sessions during the week. The duration of studies varies in the different trade schools, ranging from two to five years.

Tuition.

Each school follows its own desires regarding payments required of students. In some instruction is gratuitous, in others a small entrance fee is required, while in still others a regular tuition fee is charged. With few exceptions, however, the payments required of students are very small, and are within the means of the laboring classes, from whom the students mainly come. In some of the schools for girls, tuition ranges from 8 francs ($1.54) per quarter to 100 francs ($19.30) per year. In some institutions tuition is free to residents, non-residents, however, being required to pay. In other schools for males the fees run from 10 francs ($1.93) to 250 francs ($48.25) a year for regular students; while specials pay double rates, and foreigners in some instances pay as high as 1,000 francs ($193).

Qualifications of Students.

Students must be at least twelve years of age, and possess an elementary education, some schools insisting upon an entrance examination. If over twenty years of age, the candidate must prove that the military laws have been complied with.

Benefits.

The consensus of opinion among employers is that graduates of trade schools are preferred, as being better qualified to do the work required. From the statements of employers themselves it is seen that trade school instruction has proved very beneficial, enabling the graduates to more readily obtain employment at better wages, and materially enhancing their prospects for advancement. It also shortens the time necessary to be spent in apprenticeships.

Attitude of Labor Unions.

Labor unions seem to be in favor of trade-school instruction, and encourage a desire for wider knowledge and better conditions on the part of apprentices.

Outdoor Life.

WILL NOT OFFSET THE ILL EFFECTS OF COFFEE WHEN ONE CANNOT DIGEST IT.

A farmer says:

"It was not from liquor or tobacco that for ten years or more I suffered from dyspepsia and stomach trouble, they were caused by the use of coffee, until I got so bad I had to give up coffee entirely and almost give up eating. There were times when I could eat only boiled milk and bread and when I went to the field to work I had to take some bread and butter along to give me strength.

"I doctored with doctors and took almost everything I could get for my stomach in the way of medicine but if I got any better it only lasted a little while until I was almost a walking skeleton.

"One day I read an ad for Postum and told my wife I would try it, and as to the following facts I will make affidavit before any judge:

"I quit coffee entirely and used Postum in its place. I have regained my health entirely and can eat anything that is cooked to eat. I have increased in weight until now I weigh more than I ever did; I have not taken any medicine for my stomach since I began using Postum. Why, I believe Postum will almost digest an iron wedge.

"My family would stick to coffee at first but they saw the effects it had on me and when they were feeling bad they began to use Postum, one at a time, until now we all use Postum." Name given by Postum Co., Battle Creek, Mich.

Ten days' trial of Postum in place of coffee proves the truth, an easy and pleasant way. "There's a reason."

Look in pkgs. for a copy of the famous little book, "The Road to Wellville."

The Educational Outlook.

veland has under consideration a system for the teachers of the

anta, Ga., has been asked to issue s for school purposes. The annual priation does not even suffice to the school buildings in repair. It is ed that 2,000 children are kept out hool because of lack of proper ies to take care of them. The al increase is about 700 pupils.

. H. D. Hemenway has resigned his on as Director of the School of Hor- ure, at Hartford, Conn. He is con- ng a school farm at Westchester, , during the summer months. He lone a most splendid work in his alty.

e Groszmann School for Nervous Atypical Children, at "Watchung ," Plainfield, N. J., is doing excel- work. On June 16th was held an ition of the work of the pupils. Dr. mann is by training, experience, and nality especially well fitted for this work.

t. J. G. Stinson, of Marshall, Tenn., s that the school term in his county een increased one month, that the ers' salaries have been raised and

MATCHING THE EYES, HAIR, AND COMPLEXION.
Dressmaking Class of Miss Susa Whedon. (See page 59.)

that all of the school districts are out of debt.

Mr. L. S. Heeter, superintendent of primary schools in Minneapolis, has been mentioned for the superintendency of the St. Paul schools.

TEACHING OFFICE PRACTICE.
Picture posed by Mr. George Hinds. (See page 58.)

iam H. Griffith, M. D., of London, nd, says: I consider antikamnia s the best treatment for women. dy to whom I am giving them had been free from pain at periods. as always obliged to take to her bed st day, but since taking the tablets s been perfectly free from pain. I ibe two tablets for a dose.—*The*

Missouri to San Francisco.

State Supt. W. T. Carrington, of Missouri, is said to be considering a proposition to appeal to the school children of the State to contribute ten cents each for a fund to erect a school building in San Francisco.

"San Francisco was well equipped with public schools," said Superintendent Carrington, "nearly all of which were destroyed by the terrible earthquake. There is little doubt that, when the appeal can be made directly thru the schools, the response will be so liberal that a splendid building will be erected, the gift of the schools of Missouri to the children of San Francisco."

Educate Farm Boys.

In his annual message, Governor Terrill, of Georgia, gives more attention to schools, says the Savannah *News*, than to any other subject. He is particularly impressed with the necessity for educating along agricultural lines. He advises that an appropriation sufficient to erect agricultural college buildings at the State University be made. He points out that the prosperity of the State is largely due to agriculture, which, therefore, ought to be encouraged in every possible way. That he is right in this matter, there are few who will deny.

In connection with the proposed agricultural college at the State University, he believes there ought to be an agricultural school established in each congressional district, and if it is thought not to be advisable to have so many agricultural

Catarrh

Whether it is of the nose, throat, stomach, bowels, or more delicate organs, catarrh is always debilitating and should never fail of attention.

It is a discharge from the mucous membrane when kept in a state of inflammation by an impure, commonly scrofulous, condition of the blood.

Hood's Sarsaparilla

Cures all forms of catarrh, radically and permanently — it removes the cause and overcomes all the effects. Get Hood's.

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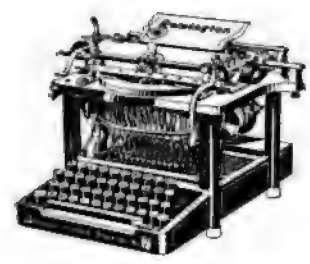

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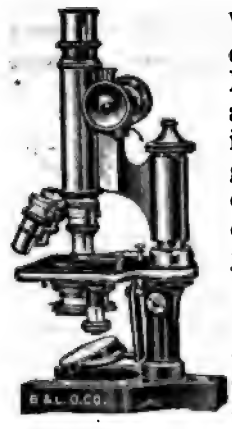

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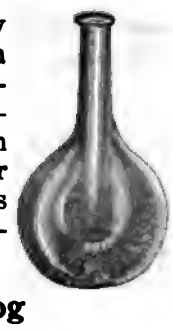

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII. For the Week Ending July 28, 1906 No. 4

OSSIAN LANG, Editor.

The A. I. I.

The American Institute of Instruction never had a better program than this year. The omission of the convention of the National Educational Association was also supposed to be of help to the enrollment. Yet the meeting was very poorly attended. In fact, this was probably the smallest assembly for some years. There were less people of prominence than ever before. Mr. Walton was vainly looking for a few of the old guard. John Tetlow, for instance, and Collar. This state of affairs was quite freely lamented outside of the meetings, but of course not by "the ring." It was hoped that the management would finally come to its senses by instituting such changes as would enlist new men of vigor and devotion in the service of the Institute. But no—no changes were made in the offices of secretary and treasurer. Both officers were re-elected for the Nth year.

The falling off in interest has reached an ebb which will seriously endanger the continuance of the Association. Unless those who are actually engaged in educational work can be made to see that the meetings are really held in their interest, the results may be disastrous.

Outside of New England considerable interest might have been created in the Association by a disinterested and liberal view of the situation. As it is, the opinion prevails that the Institute is an historical remnant which keeps up its annual meetings for the sole purpose of accumulating years to add to its age.

The N. E. A.

Here is a quotation from the London *Journal of Education*, the foremost educational periodical of Great Britain:

"The annual meeting of the National Educational Association was to be held this year at San Francisco. It has been decided to abandon the gathering by way of expressing sympathy with the afflicted city. We confess that we do not quite follow the reasoning. If these assemblies are not held for the good of education, they are sheer futilities that might properly be abandoned forever; if they are, why should the earthquake be allowed to damage an interest more precious than any buildings, or even than many lives? Perhaps the difficulty of arranging a meeting elsewhere has weighed with the Executive Committee no less than the sentimental consideration. Yet surely that was not insuperable to American energy."

Now let us ask the question, "Why do we hold educational conventions anyway?" Who will start the discussion?

The Schools of the Nation.

The first important business before the new Board of Education for the City of Washington is the election of a successor of Superintendent Stuart, who has resigned. The best men in the country are under consideration. There is a splendid opportunity for great work and the members of the new Board are thoroly alive to the situation. Rear-Admiral George W. Baird is president and Prof. Barton W. Everman, vice-president. The other members are Dr. Oliver M. Atwood, Mr. James F. Oyster, Mr. John H. Cook, Mrs. Mary Church Ferrell, Mrs. Emma M. Brewer, and Mrs. Justine I. Hill.

It is believed, that Mr. Stuart who has served the Washington schools long and faithfully, will be retained as supervisor of intermediate schools. Miss Elizabeth V. Brown who has done splendid work in her present field will no doubt continue as supervisor of primary education.

Washington has a fine corps of teachers. But in late years the most exasperating kind of politics and petty personal intrigue have tended to discourage honest professional ambition and to interfere with the development of a really great school system. The appointment of the present Board is the first step in the direction of freeing the schools from obstructive influences and placing educational considerations uppermost. The election of the right man as superintendent is the next move essential to the progress of the movement.

Municipal decency has won another victory in Detroit, and Superintendent Martindale has been re-elected. When the people once begin to realize what a serious matter it is to permit small politicians to meddle with school affairs, they will be more emphatic in their denunciation of this kind of interference.

The convention of the National Catholic Educational Association has resulted in several significant declarations, not the least interesting of which is in favor of a more thoro and comprehensive reading of the Bible in the parochial schools, especially of the New Testament.

The Delaware State Board of Education has decreed that music must be taught in all the schools of the State.

THE SCHOOL JOURNAL publishes fifty numbers a year, leaving two weeks vacation for the Editorial Department to repair brain tissues and restore vigor, so there! The next number of THE JOURNAL will be published under date of August 18th. There will be no issues for the weeks ending August 4th and 11th.

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An Appreciation.

The Major.

One of the strongest influences that came into my young life was the forceful character of the big red-faced principal of a large school which I attended when I was about twelve years of age. Up to that time I had only women teachers who dealt all too gently with me, but when I struck the big principal things were different. Suffice it to say, I was scared, scared of everything. I was scared to be absent, scared to be tardy, scared not to know my lessons, and generally scared to recite when I knew them. I felt the stiffening process of a strong man's influence upon a young boy, who needs to be straightened out by a vigorous hand. I realized the difference between teasing a sweet young teacher and fooling with a burly principal.

I can very well recall the vision of the principal, striding down the aisle, his red face getting redder with each step, until he reached the seat of some young boy who had thrown a spit ball or passed a note, and of the playful way he had of lifting the boy out of his place and literally shaking him in the air until his head nearly broke off. The question at our supper table every night was "Did the old man shake you to-day?" and I always made the qualifying answer, "not yet." However, there broke upon me the full significance of discipline and order, and the greater fact that going to school was a serious business and not to be trifled with. I am not ashamed to confess that this feeling was one mainly of fear and compulsion, not unmixed with resentment. In fact I remember a firm resolve that if I lived thru the ordeal of his tuition and arrived at man's estate I would one day catch him out and beat him.

As the days passed I began to feel the makings of a young man stir within me. There was no need for me to be told to get my lessons. I got them. I was not hurried off to school. I hurried myself. And along with this fear of not doing my work, there came a pride in it; especially when the principal chose to commend it. After a while the habit began to form of doing the work assigned, and finding a satisfaction in it. I began to feel as I have always felt since, that a task however hard becomes a pleasure when it is well done and that the real reason men dislike their work is because they are not proud of the way they do it.

What a pity our teachers are not always with us! Sometimes I feel that if the "old man," long since laid away amid the reverent blessings of a thousand boys, could be yet alive and come down the aisle of my office and lift me from my seat and shake me as once he did, for my work neglected or badly done and make me get a new grip on myself and my duties, I should thank him now with the same fervor with which I once berated him. The world lets us too much alone until it is too late. The old man did not so. He took us in time. And there are many of us who still need him.

During my high school days I came under the instruction of one of the most interesting men I ever knew. He was a soldier and had seen service in the war between the States, and never tired of telling how battles were lost and won. It was the old trick of the boys to get one of their number who could keep the straightest face, to innocently ask a question such as "Major, did you ever see Stonewall Jackson?" Then the Major would look a little perplexed, turn the leaves of the book over carelessly for a few minutes, and begin in an absent-minded way to say something, and then the class knew the lesson was saved and the Major was hopelessly lost *in the dear old* story. I have forgotten nearly all the *history I learned in that school*, certainly much of the Latin and all the Greek, and the problem algebra and geometry creak on their rusty hi but to this day I vividly remember the Major stood before the blackboard and drew the diag of the campaigns, the battle plans, the move of troops, the advance and retreat of great ar and I verily believe that after thirty years I reproduce every diagram and tell every s Not that the subject was any dearer to us than other subject. It was in the Major and he w rather talk about what he felt and knew "bec he was there" than about anything in just b There was real eloquence in his teaching, for not his head but his heart was in it. And all so g and without bitterness, and with a soldier's re for his valiant foes. How dull a book is besi man! How cold is a dead page when we can h living tongue! The Major taught me unconsci the great lesson of being dead in earnest if you w have people listen to you.

How we boys would sit by the hour, listeni all sorts of stories, true ones all! How sorr were when the bell rang and the Major had to in the middle of a desperate encounter! We di know we were studying history, but I know it was about all the history I learned. An Major was so earnest, so eloquent, and we we proud of him and so confident that if he had half a chance things would have been differen

The Major is gone, too, dead by the hand brother, from no fault of his own. He is bel by his thousand boys, and there is not one of u speaks reverently and tenderly of him, and c away the lesson of his deep earnestness. Often I wanted an audience to sit spellbound before we boys once sat before the Major, but they d and never will. Is it because we lack the deep of the great cause for which we now wage wa is it in the boys?

Augusta, Ga. SUPT. LAWTON B. EVA

Facts Worth Knowing.

According to a report of the School Boa Berlin, Germany, there were granted (in 19 as many as 1,656 requests for sick-leave t teachers of the city schools, representing a to 57,012 days of leave, averaging 34.43 days. men teachers needing sick-leave numbered with 22,595 days, the women teachers 756 29,905 days. The special teachers of sewing (also women) 140 with 4,512 days. The sick of the men averaged 29.72 days, that of the w 39.56 days, and that of the women special te 32.23 days. Comparing these leaves with the number of teachers, we find that every one 3,134 men teachers was charged with 7.21 sick-leave, while of the 1,631 women teachers was charged with 18.34 days, and the 313 s teachers each with 14.12 days. Of the 3,13 teachers only 24¼ per cent., of the women te 46⅓ per cent., and of the special teachers women) 44¾ per cent. had sick leave.

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PRINCIPAL OF THE GIRLS' TECHNICAL HIGH SCHOOL, MANHATTAN.

Pittsburg Teachers Win.

For more than two years THE SCHOOL JOURNAL has from time to time given accounts of the interesting and important work of the teachers of Pittsburg to elevate the position of educational workers by getting for them more respectable salaries. The school people of that wealthy city are very poorly paid. Under the leadership of some indefatigable women, a long and laborious campaign resulted in the adoption of improved schedules of pay. But immediately following the adoption of these, the Central Board of Education proceeded to tie strings to the schedules by an elaborate and exasperating system of examinations to determine who should enjoy the increase.

It would have been a good investment for the school children of Pittsburg if the Central School Board had promptly put the schedules into effect for every teacher in the service. This is what New York and Brooklyn have always done when improved schedules have been decided on. "He gives twice who gives quickly," could not find a more suitable application than in such a case; nor would a school board be without good Biblical precedent in letting in even those who come at the eleventh hour, every laborer for his full penny.

The Central Board of Education did not see things that way. They formed a Salary Commission to examine, debate, and haggle over the very moderate increases that had been promised to the teachers. The results of the examination were not such as to command respect even of the members of the Board of Education or of the public at large.

According to the Pittsburg papers the president of the Board admitted that some of the best teachers were excluded by the examinations, while some of the teachers whose class-room work was of doubtful value had the ability to do theoretical essays—writing of a high grade. "Then," asked the newspapers, "if the examinations failed in these cases how do you know that they were of value in other cases? Why not admit that a mistake has been made and rectify it?"

Administrative Irritation.

By some unfortunate turn of affairs the Salary Commission resolved to change nothing and to explain nothing. They fell back on their dignity and refused to justify their stand or to amend it. The Central Board by a similar stroke of obstinacy resolved to uphold the Commission, right or wrong.

Naturally exasperated by this undemocratic attitude the teachers of Pittsburg nevertheless maintained a dignified and patient position and purchased the best legal advice that could be obtained. As a result, a taxpayers' suit was brought by Mr. James W. Houston. In an interview in the Pittsburg *Dispatch* Mr. Houston declares that he brought the action because he regarded the stand of the Board of Education and the Salary Commission against their own teachers as grossly unfair. "I have pointed out to members of the Board," says Mr. Houston, "instances of experienced and capable teachers being treated unfairly. These members have admitted the unfairness but have declared that no steps would be taken by the Board to give redress. That settled things for me. I brought the action at once."

The case was argued in June. The city solicitor and an associate were retained by the Board of Education. Mr. Houston was represented by two prominent attorneys. On July 7; Judge Evans handed down a decision that the Central Board had assumed powers not legal in arranging in the manner described, who was to share in the improved scale of wages and that its Salary Commission is *nil*.

"The action of the Board of Education towards its teachers in this matter," says the *Dispatch*, "has brought about the result that the public school teaching system of Pittsburg has practically been in a state of chaos for more than a year. Numerous teachers have resigned or have been dismissed as a result of the dissatisfaction growing out of the work of the Salary Commission."

Educational Contests Lamentable.

Too bad, too bad! School fights are always disastrous. The enthusiasm and devotion that should be directed to the advantage of the citizens' children are wasted in efforts to correct what a little consideration and sympathy might have avoided. The work of teaching is exhaustive enough of a man's or woman's nervous surplus without the addition of administrative irritation. When boards and teachers are closer together there is better understanding and more appreciation.

America needs a new system of school administration. John Dewey, Ella Young, Colonel Parker, and Cornelia De Bey have pointed out an experiment worth trying. Get some teachers,—not ex-teachers, but active teachers now in the class-rooms,—to serve upon boards of education. We can learn a thing or two from Stockholm and Copenhagen where class teachers are also on the school boards. Who know better what is going on in the schools? Who are better able to guard against some of the lamentable errors committed by administrative bodies thru gross ignorance of actual conditions? What is more likely to bring about mutual respect and sympathy for worthy aims? The danger of legislation against the interests of children is not a conceivable result with the presence of three or four teachers in a school board.

HENRY LAMPERT.

Better Pay for Teachers.

North Carolina needs well-equipped teachers—teachers with their heart in their work and ambition to make teaching a profession, but we can get them only by paying the price that talent, training and experience justly deserves. We confess that it is humiliating to us to look back over the pay roll for the North Carolina teachers, and we will refuse to boast of any plan of education till from fifty to one hundred per cent. is added to the monthly pay of the women and men who are doing more for the State than any class of people in it.

There is every reason why immediate action should be taken to increase the pay of teachers. We consider it an urgent matter and not one to be temporized with. It is business.—*Morning Star*, Wilmington, N. C.

There is Hope.

On the ground that increased cost of living and the rise of salaries in other city departments gave them an excuse for the request, the Atlanta Teachers' Association sent a committee before the Board of Education to ask for more pay for the teachers of Atlanta, Ga. It is probable that the Board will meet their wishes in September.

The Problem of School Rights.

By SUPT. W. H. SMALL, of Providence, R. I.

[Paper read at American Institute of Instruction.]

When a ship leaves port for a voyage across either ocean the last point of land is taken as the point of departure from which the easting or westing of her course is reckoned. It is necessary in public school matters that a point of departure should be established from time to time from which our easting or westing may be reckoned. To my mind that point is the recognition of the rights of all parties involved in the school policy, the public which supports the schools, the children who form the raw material, and the teachers who turn out the more or less finished product. Soon after Dorchester established her free public school, it was discovered that these three inter-related parties had rights which demanded adjustment, and among the duties imposed upon the wardens in 1645 was this, "to judge of and end any differences that might arise between master and scholars or their parents." Failure to recognize these rights has been the source of most school troubles during the two hundred and sixty-one years since that fact was discovered. As the time allowed for this discussion is short, I shall present these rights as a series of propositions without any very extensive demonstration.

The Rights of the Public.

First.—The public has the right to receive for every dollar invested a dollar's worth of return in buildings, in equipment, in service, in mental and moral development of the boys and girls whom they educate for future citizenship.

Second.—The public has the right that its schools in time and tendency shall conform reasonably to its local conditions and demands, as measured by the consensus of public opinion. Every live teacher or school official has in mind an ideal school which grows out of the real, but this ideal school should not be pushed too rapidly to the front. Public opinion will not keep pace with it. The real school is always a little in advance.

Third.—It has the right to demand that we give our undivided attention to the business for which they pay us, that physical, nervous, or mental power should not be exhausted upon other matters, to the detriment of the schools; that we keep abreast of the times; that we grow mentally; that we use vacation in laying in a reserve of nervous energy for the next school year.

Fourth.—It has a right to a fair knowledge of the schools thru reports, visitations, or inquiries. It has a right to frank, courteous treatment in these visitations or inquiries.

Fifth.—The part of the public vitally interested, the parents, has a right to a minute knowledge of the individual pupils belonging to them, in scholarship, deportment, attendance, honestly given without fear or favor; the right to have its children controlled in school, neither sent home, to the superintendent, nor out upon the street, except in extreme cases.

The Rights of the Pupils.

First.—He has the right to equality, the right that he should be given an equal chance with all other pupils, to show what he knows and what he does not know. I allude here to the tendency of all teachers in all grades to call on the bright pupil three times and to the slow pupil once.

Second.—He has the right that as he advances in grade the traditions, estimates, and prejudices of his previous teachers shall not be passed on with him. It is a cumulative poison in the school body as lead is in the physical.

Third.—It is his right that the teacher shall a sufficient knowledge of child life and child ten cies, of bodily and mental growth, that she judge him with probable fairness as to nutri sensitiveness, stubbornness, working power.

Fourth.—It is his right to be recognized to be a as he is. Grammar pupils should not be controlle taught by primary methods. In difficulty he the right to a respectful hearing; the right to l until proven guilty; a right of appeal; every crin has this. It is only in the school-room that prosecuting attorney, judge, jury, and executi are all one and the same person.

Fifth.—He has a right to the best personal i ence of the teacher; the lives of Arnold, Ch Thring, Temple, and a host of others are illustra of this point.

Sixth.—He has the right to have his brain p measured by boy and girl standard, not adult. often work is assigned without this recognition.

Seventh.—He has the right to be gauged b ability, not by the calendar. He should be g new steps when mentally ready, not because No ber third has come and the course of study "percentage." This may be accomplished by method which places the individual above syste

Eighth.—He has the right to have his work p erly rated; his geography examination measure its geographical knowledge, not by its spelling, penmanship. Scholarship should never be n ured by deportment; that should be measured a

Ninth.—He has the right to know what he k and to know that he knows it; that is, confiden his knowledge, unshaken by any brow-be cross-examination.

Tenth.—He has the right to clear, definite tions, and a fair amount of time in which to an them.

Eleventh.—He has the right to the best en and best scholarship of the teacher, not jaded b many late hours whether from pleasure or rea examination papers.

Twelfth.—He has the right to optimism, not p mism, to a school-room atmosphere of cheer good-will, to encouragement, not discouragen "Try hard for your promotion" is better than " won't be promoted."

Thirteenth.—It is his right to have always b him an example of kindly dignity, of courtesy, of refined language in his teacher.

Your Rights as Teachers.

First.—It is your right to receive courteous t ment from the public, in the press, in public sp in the home before the children. It is your rig insist on this courtesy when a parent visits school, if you have been courteous. You are no servant of any one person, and you have the r right to bow out any abusive caller.

Second.—It is your right to receive from pupils prompt and regular attendance, che obedience, earnest effort in school work, respec the rights of others, proper recognition of your tion and authority.

Third.—It is your right to have some origin in your work, to think for yourselves and to reasonable freedom for trying your thinking. hear much about developing the individuality o pupils, why not the individuality of the teacl It is your incentive to growth and action.

Fourth.—It is your right not to be over-s vised, to have your strong work praised, and

weak work criticised in a kindly, helpful spirit, to a fair statement of your opinions and beliefs.

Fifth.—It is your right to have the best possible training from your superintendent; it is his duty to instruct, to help, to uplift, not to "boss" and dismiss. One hundred thousand new teachers are needed yearly in this country; only about 25,000 are annually trained, the superintendent must train the other three-fourths.

Sixth.—It is your right to receive courteous treatment from your associates in the school work, teachers, principals, committee.

Seventh.—It is your right to receive a salary sufficient for support in accordance with your position, that your vacations need not be spent behind the glove counter or in the berry pasture.

Eighth.—It is your right to take your troubles to those above you, and to find there a sympathetic spirit of helpfulness awaiting you; a large-hearted, open-minded man or woman who will listen, understand, and give you new hope and new courage.

It behooves us as public school workers to "think on these things."

The Pay of Teachers.

By SUPT. CLARENCE F. CARROLL, Rochester, N. Y.

In many cities half the tax levy is expended for public school education. Frequently the limit of bonded indebtedness has been nearly reached. An advance of ten per cent. means $50,000 if the salary budget is half a million dollars, and so on. In many cases such an increase is absolutely impossible without an advance in the tax rate. An advance in the tax rate may discourage manufactures and depress the value of real estate.

On the other hand, there is in many parts of the country a dearth of grade teachers. Young women can hope to receive higher remuneration as stenographers, as bank clerks, or as expert workers in many industrial lines. Men and women of the best promise who are college graduates cannot often be tempted to teach for the salaries offered in high schools or to principals. These positions with a maximum of $800 to $1,200 for women or from $1.200 to $1,500 for men would not be considered prizes in other lines. The teaching profession is uncertain in tenure, is trying to health, often leads to stagnation of intellect, and often limits social life. In many cities and States the normal schools are patronized largely by young women of little culture and ordinary aims.

Just how, then, can we hope to furnish funds to arrest the deterioration of the quality of the teaching force that has steadily been going on for several years?

If we state the dilemma in plain terms we shall affirm that on one hand to largely increase the tax rate would endanger the growth and prosperity of the community. If we do not increase wages, promptly, our teaching force will rapidly become unfit to train the children of intelligent, cultured Americans, and the private school will flourish as it never has before.

There is, I believe, but one answer to this question, and that is that teachers, like workers in any other profession, should be paid on a merit basis. In all recent agitations concerning increases in salary, the question of merit has seldom, if ever, been mentioned. A salary schedule for teachers is as unjust in our profession as it would be in law or medicine, and reduces our calling to the basis of a labor union. Teaching is a high art and every school official knows that there is the widest variety of usefulness and efficiency among teachers, whether it be in grade, or high school, or college.

If the truth were told, the profession is congested with teachers who are indifferent, unproductive, and too often incompetent, and the larger the city the worse the situation is likely to become, and once elected it is practically impossible to remove a teacher or school principal. Wherever, as has happened in a few instances, clearly incompetent teachers have been removed we have seen a veritable tragedy. This is no exaggeration, and I have touched very lightly upon the weakest point and most inexcusable failure in our system. This has been proved to be true because in rejuvenated school systems, many poor teachers have been made alive by the application of simple business principles and good supervision.

Under such conditions as I have sketched, a great injustice is done to the weak and the strong teacher. The true and real teacher is not given credit for her skill. She is kept at a dead level of salary and reputation and her whole life is a sacrifice of place and name. But this can never be different so long as we fear to distinguish between her high service and the weak and heartless product of the rank and file of many members of the teaching force. The unsuccessful teacher who is equally paid and equally honored, suffers an injustice in never knowing that she is a poor workman, an unprofitable servant. Good teachers, and there are great teachers, many of them, should be honored with medals and crowned by a grateful community as much as heroes in other callings. A confiding public is deceived, and the business man on the Board of Education is often completely unaware of the lack of business principles in the system for which he is responsible.

By all means let us advance the salaries of the best salesmen, managers, clerks, craftsmen and toilers, and professional men and women, including teachers, but let us break the dead level of salaries that holds our profession in chains.

How can this be done? In Chicago, teachers are advanced upon the completion of courses prescribed, for which instruction is provided without cost by the Board of Education. Baltimore is experimenting with a similar plan. New York City formerly advanced salaries upon recommendation of inspectors. In a few favored smaller communities like Brookline, Mass., and East Orange, N. J., and Hartford, Conn., teachers have been paid upon the merit system wholly. In most other cities the schedule is in force, and good, bad, and indifferent are advanced together.

It is claimed that if teachers are students and work for a higher standard of intelligence and scholarship, they are stimulated to a better professional effort and standard and that the student habit once formed remains a permanent force in their lives. The system of inspection as such tends to make teachers exceedingly nervous whenever they are visited. In either case, the real skill and efficiency of the teacher cannot be given full weight, and the unassuming artist found in every school is often passed by.

There are three conditions that must be met before we are prepared to advance teachers upon merit, with a chance of minimum error.

First: Some person in authority and near to the teacher must assume responsibility, and know intimately her strength and her weakness. The school principal *ought* to be the man best fitted to make this diagnosis. This implies that the school

principal is a real teacher and able to estimate the work of his assistants upon a pedagogical basis.

Second: The principal, the supervisors, and the superintendent should reach an understanding as to all such cases of superior merit.

Third: The result of such a consensus of opinion should be reported to the Board of Education with evidence that cannot be questioned.

By all means the teacher who is a candidate for advancement should be a student and the inspector should agree that she is a growing teacher, but each of these conditions is but one factor and no one of the three elements that I have referred to should be considered as final in determining advancement.

This theory of increasing salaries should be applied to the supervisor, the school principal, the special teacher, the high school teacher, the grade teacher and kindergartner, alike.

Strong teachers are as easily identified as good lawyers or good salesmen. Pupils and parents discover them, and intelligent school officials know their names by heart. If officials are not thus informed they are utterly useless professionally. It is only a false sympathy that would include a plum in every package that has thus held to a dead level a great multitude who should stand forth, each in his own light and merit, in this calling, than which no other calls for more individuality.

Such a general principle would mark the dawn of a new era. The successful teacher would occupy her right place and assume a new influence. The unsuccessful teacher would know her shortcomings and have some good reason to attempt a higher form of service. The school principal would find some effort worthy of his name and rank which no often in deserved contempt. Incidentally no s should be advanced except upon merit.

The real secret of the present discreditable s tion is found in the political or personal issues enter into nearly every school system. The me of the School Board is supposed to be a frie every teacher. No teacher's salary is ever lo by a Board of Education, nor is a teacher declared incompetent tho it is an open secret there are hundreds simply waiting for the pensi

The school principal often coddles his fami teachers and jealously protects the weakest fro breath of criticism, and so the evil grows.

What every teacher most needs is a frank s ment as to her strength and weakness, sympat assistance in all her work and an ideal held in sight that will inspire a better effort and sav from deterioration and reproach. We are all i ested in this question and have a common resp bility. Our profession is entitled to a remuner that will attract and hold the very best talent. no compromise is possible. If we persist in atte ing to lift the mass on a level we shall stifle r dignify indifference and incompetency, the sc will fall far short of performing their divine mi and the irreparable loss will fall equally upo teacher and the community. Yes, the teach worthy of recognition, and only a wrong theor a wrong system long intrenched are responsibl the present anomaly. If I am right we should upon some better ideal, state the truth as we s and urge some modification that would give us dom and provide a basis for suitable remuneratic

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Industrial Education in Europe. II.

[From the Report of the Massachusetts Commission on Industrial and Technical Education.]

Germany.

Trade education has made great progress in Germany during the last few decades, and its development has corresponded with a most remarkable advance of scientific knowledge and industry. There are special schools for the training of employers and managers, foremen and bosses, and for the trade education of artisans.

Trade and technical schools are often founded by communes, guilds, and industrial associations. Where the means of the locality are insufficient, or a national need exists, State schools have been established. The State ordinarily furnishes the school supplies upon the establishment of a trade school, the amount of the State contribution depending mostly upon the capability of the community. It is higher where attendance is compulsory than where it is not. There are important differences between the German States, both as regards the extent to which provision has been made for trade and technical education, and the lines that such action has followed.

Prussia usually requires that the bodies of individuals interested in the trade schools shall provide and maintain the quarters and furnishings, and continuation schools must furnish light and heat. In Bavaria the continuation schools and communal institutions are subsidized by the districts and State. The trade schools are partly State and partly district schools with State subsidies. In Saxony no regular scheme is followed, but whenever the assistance of communities or interested parties is not sufficient, the State usually grants subsidies.

In Wurtemberg a tuition fee is charged in the industrial continuation schools, the community furnishing the quarters, but whenever new buildings are constructed, the State contributes; half the remaining expense of maintenance is paid by community and half by the State. In Bad division of expenses is made among the State community, and the institutions. In trade technical and continuation schools the comm provides quarters, heat, light, and school sup and pays part of the salaries of the teachers. remainder of the teachers' salaries and trav expenses is paid by the State. Teachers not o regular lists are paid by the community.

The most marked tendency in recent years re ing the control of trade and technical schoo Germany has been toward centralizing authori the State governments, the result being tha State is now thoroly committed to the poli supporting industrial schools, and has provide the necessary supervision.

Classification.

Technical colleges. Secondary or interme technical schools. Schools and museums of i trial art. Schools for foremen. Schools for building trades. Schools for the textile tr Trade and industrial continuation schools. I trial drawing courses. Other institutions for i trial education.

Character of Instruction.

Instruction is given in the highest branch scientific knowledge, as well as in the lower grad trade and technical training, and comprises engi ing, architecture, machine construction, chem building trades, textile working, drawing ca making, wood carving, modeling, engraving, carving, ivory carving, lithographing, glass china painting, sculpture, shipbuilding, elec engineering, civil engineering, physics, business

basket making, straw plaiting, carpentry, horse-shoeing, pottery, toy making, watch and clock making, typesetting, etc. The continuation schools for girls instruct in book-keeping, stenography, typewriting, machine sewing, embroidery, millinery, cooking, etc.

Tuition.

Tuition fees run from one mark (24 cents) a month for each subject in the girls' evening school to as high as 100 marks ($23.80) per term in the building trades. In some instances fees are partly or entirely remitted. In the textile schools higher fees are charged, ranging from 200 marks ($47.60) to 800 marks ($190) a year, according to whether the student is a Prussian, a native of another German State or a foreigner, the latter always paying considerably more than the native student.

Qualification of Teachers.

In the selection of trade instructors preference is given to skilled and practical men. Teachers in trade and continuation schools are expected to keep in close touch with the industries in their vicinity. Practicing architects, superintendents of workshops and mechanical engineers, especially those who have had experience abroad, are mostly sought after as instructors in trade drawing and in industrial art. Special examinations for teachers exist in only a few of the German States.

Qualifications of Students.

Students are required to be not less than fourteen years of age; and while, as a general rule, no entrance examination is required, yet applicants must furnish satisfactory evidence of their ability to perform the work demanded.

Development of the Apprenticeship System.

Great efforts have been made in Germany to protect and extend the apprenticeship system, and that matter is now in control of the guilds in different localities, the latter being created by law, and really acting as agents of the State in the regulation and employment of apprentices.

Austria.

Industrial education in Austria was originally established by the State calling in from foreign lands experts in particular branches of industry to give instruction to workmen in their trades; and in 1751 the first effort to establish a regular school for practical instruction was made. This idea was never carried out, however, but in 1758 a real beginning was made by the founding at Vienna of a manufacturers' drawing school, followed in 1770 by the establishment, also at Vienna, of a commercial academy or high school.

From 1771 to 1774 the Government applied itself to the creation of schools that would afford the same opportunities for instruction to manufacturers and handicraftsmen that the academy did to merchants; and a comprehensive system of normal, central, and industrial schools was founded, in which industrial training received considerable recognition. This was followed by the creation of other schools, and in 1815 the Polytechnic Institute of Vienna was opened, the first of its kind in Austria, and the first but one in Europe.

In 1851 an imperial resolution was passed, providing for practical instruction and training in particular branches of industry. Technical education was also being developed in other directions. Special schools for particular trades were created by communal authorities, private corporations, and manufacturers. No very rapid progress, however, was made in the development of the scheme outlined in 1851, and in 1868, a reorganization of the plan was effected. Meantime, trade schools were gradually becoming more numerous in the empire, and in 1867 there were schools of weaving, passementerie, lace-making, straw plaiting, drawing and modeling, wood carving, watch making, etc., in operation. In 1863 the Museum of Art and Industry was founded at Vienna.

In 1872 the Imperial Council placed to the credit of the Ministry of Education and the Ministry of Commerce a yearly sum of 80,000 florins each, to be applied to the development of industrial education, and a division of industrial schools was made between the two Ministries. This division resulted in not a little rivalry between the two Ministries, and a stimulation was effected which otherwise would not have occurred. The Ministry of Commerce strove to develop the special trade schools, with the idea that they should give as practical instruction as possible in matters corresponding to the localities in which they were located. The expense of creating and supporting the schools fell primarily upon the local authorities, the Ministry of Commerce assisting thru the grant of yearly subsidies. During this period the Ministry of Education was engaged in creating intermediate industrial schools, and devoting attention to the training of teachers, securing proper school furnishings, and materials for instruction.

In October, 1875, an imperial decree was issued, providing for the founding of State industrial schools; and in the following year they were created, and proved very successful. In 1881 the schools were united into one system, such as prevails to-day, and the Ministry of Education was given the appropriations and management, with the co-operation of the Ministry of Commerce.

Classification.

Central industrial educational institute. Schools for important groups of trades. General handicraft schools. Schools for particular trades. Industrial continuation schools. General drawing schools.

Instruction in these schools embraces such subjects as plaster casts, textile fabrics, laces, embroidery, glassware, jewelry, enamel, metal work, wood working, chemistry, electro technics, photography, printing, leather working, drawing, building trades, machinery, etc.

Character of Instruction.

The trade schools educate the pupils for specific trades; but the handicraft schools—more in the nature of manual training schools—give a thoro preparatory training for industrial work in general, such as will tend to supply the handicraft trades with a select class of workmen. In general, they include, in a two or three years' course, a continuation of the regular public school education, combined with instruction in a number of branches of practical value in industrial occupations, instruction in drawing being especially emphasized. The handicraft schools are not intended to replace apprenticeships, but only to constitute a good preparatory training therefor. The schools for particular trades, being intended to promote individual trades, are located in both the large and small communities, where certain individual trades have obtained some importance.

Qualifications of Teachers.

The teachers in the State schools are partly graduates of the technical high schools, partly persons trained in industrial arts, and partly persons qualified as teachers of intermediate schools. They are required to keep in close touch with their schools and the manufacturers of the vicinity. In addition to the actual teachers, all trade schools have for the practical training in workshops master workmen, especially trained as superintendents or foremen in large manufacturing establishments.

Qualifications of Pupils.

While some schools do not admit pupils under fourteen, others admit them at twelve years of age.

In most schools, pupils, in order to be admitted, must have completed their common school education, have passed the age of fourteen years, be in good physical condition, and, wherever required, pass entrance examination. Special students are also admitted, but they must have passed the age of eighteen years. In going from one year's grade to another, pupils must pass a satisfactory examination. Candidates for the high grade of trade instruction, fitting for foremen, managers, etc., must be graduates of the lower grade intermediate schools. In the course for master workmen, applicants must not be under twenty-four nor over forty-five years of age.

Fees.

Fees vary in different institutions, matriculation in some being 2 crowns (41 cents), in others 4 crowns (81 cents); while tuition ranges from 100 crowns ($20.30) to 240 crowns ($48.72) a year, in addition to which deposits for the use of materials and apparatus and to cover any damage to same must be made, running from 10 crowns ($2.03) to 60 crowns ($12.18) a year. In some instances a fee of 20 crowns ($4.06) per month is charged for laboratory work. Books and requisites for theoretical work are furnished by the pupils. In the case of worthy pupils, unable to pay, the fees are many times remitted. Scholarships are also offered to assist pupils. Other schools charge a matriculation fee of 1 gulden (41 cents), with tuition fees from 1 gulden to 3 guldens ($1.22) per half-year term, free scholarships being granted to persons of small means. In other institutions a charge is made of from 1 florin (41 cents) per course to 15 florins ($6.09) per half-year course for regular students, special students ordinarily paying about double these rates. Several schools offer free tuition, except in the case of foreign students, who must pay from 25 florins ($10.15) to 100 florins ($40.60) per term.

Benefits.

The opinion seems to prevail that trade schools have improved the educational and industrial condition of the working classes. While some employers prefer the practical shop-trained man, as being more dexterous, others realize that ultimately the school-trained boys will become the more valuable workmen, and therefore prefer to employ them, encouraging in every way the attendance of evening continuation schools by their employes. Statements from foremen and other skilled workmen show that graduates of trade schools readily obtain employment, with enhanced conditions relative to higher positions and better wages. Trade unions have played practically no part either in creating or opposing the establishment of these schools.

Hungary.

In Hungary the first beginnings of industrial instruction is found in the convents, especially in those of the Benedictines, who maintained regular workshops which formed the nucleus of trade schools. This sort of instruction spread to the cities, and in the fourteenth and fifteenth centuries several schools were maintained in which industrial branches were taught, and during the eighteenth century industrial instruction received a great impetus. In 1783 the Government ordered cities to establish Sunday drawing schools, and make it obligatory for apprentices in workshops to attend them regularly. In 1872 a law was passed making it a duty of apprentices to attend regularly the so-called apprentice schools; and the law of 1884 compelled any community where there were fifty apprentices working in shops and factories to establish and maintain such schools. The Government also founded schools in which foremen and masters should be educated, and schools of weaving, wood, and metal working, and ceramic industry were established. This special education is supported by the State, cities, counties, and towns.

Classification.

Apprentice schools. Schools for trade journeymen. School workshops. Industrial technical schools. State industrial schools. Industrial schools for women. Industrial drawing schools. Lower industrial schools. Manual training schools. Industrial museums.

Character of Instruction.

Day, evening, and Sunday courses are maintained; and among the subjects taught are: the mother tongue, geography, penmanship, arithmetic, bookkeeping, drawing, weaving, braiding, stone working, toy making, lace making, modeling, physics, chemistry, machine construction, textile technology, leather working, architecture, surveying, bridge and hydraulic engineering, watchmaking. Three-year courses generally predominate.

Tuition.

In some institutions tuition fees are charged, and in others no charge for tuition is made, the schools being entirely supported by the States or communities.

Qualifications of Teachers.

The teachers of apprenticeship schools are usually teachers of common, elementary, and high schools, who teach in these evening and holiday schools for a small additional salary. The technical schools proper have regular facilities, the members being regarded as State officers. The professors in schools for wood workers, weavers, metal workers, and machine builders are graduates of the department of mechanical engineering in the polytechnicum; those in schools for stone workers and masons are sculptors and architects; those in schools for the ceramic arts are chemists, sculptors, and modelers. Each one of these teachers is sent abroad for a year or more at the expense of the State, before he is appointed definitely, to study his branch in the noted schools of other countries, or he is sent to a university to enter as a special student.

Qualifications of Students.

Boys must be at least twelve years of age, and in order to be eligible to some institutions must have completed the course of the elementary schools. Certificates for proficiency are issued upon graduation. Graduates of technical schools are preferred by employers.

Switzerland.

The first efforts looking toward the development of industrial schools in Switzerland were made about the first of the eighteenth century. In the early twenties the first trade school proper was opened. By article 22 of the new Federal constitution, adopted in 1848, authority was conferred on the Federal Government to create a Swiss university and polytechnic institute; and in accordance therewith a polytechnic school was opened at Zurich in 1855. The year 1884 witnessed a progressive movement for the establishment of trade and technical education in Switzerland, and in June of that year, by resolution of the Federal Assembly, the development of trade and technical education was made a national affair. This provided for assistance under certain conditions to all institutions for trade and technical education that desired it. This has resulted in establishing new institutions and developing those in existence, and has given a great impetus to trade and technical education thruout the country. Since its adoption the number of trade schools has doubled, and other classes of schools, like drawing schools, workingmen's evening schools, etc., have greatly increased. As before stated, the Government sub-

sidizes these schools, and in 1895 State subsidie were granted to schools for the teaching of domestic economy and trades to women.

Classification.

Technical colleges. Secondary technical schools. Industrial art schools. Trade schools and apprentice shops. Housekeeping and domestic service schools. Industrial continuation and handicraft schools and trade courses. Industrial drawing schools. Industrial museums.

Character of Instruction.

A few of the subjects taught are the following: watchmaking, machinery, electricity, architecture, building trades, chemistry, drawing, hydraulics, modeling, ceramics, stone and wood carving, artistic wrought-iron work, locksmithing, tinsmithing, furniture designing, printing, bookkeeping, French, German, algebra, trigonometry, physics, ladies' tailoring, lingerie-making, dressmaking (for women), instrument-making, pattern-making and casting, silk weaving, etc. The course of study comprises from two to five years in different branches.

Qualifications of Students.

The minimum age at which students are admitted to any school is thirteen years, running from that to eighteen years. In some institutions no examination for admission is required, but the applicants must possess satisfactory evidence of a primary education, and show that they have sufficient knowledge to enable them to carry on the work. In other institutions a preliminary entrance examination must be passed.

Qualifications of Teachers.

In order to obtain competent instructors for the various trade and technical courses, and especially for the courses in trade drawing, the Department of Industry and Agriculture in 1885 secured the creation of special courses for teachers in the Technikum at Winterthur. At the end of each year special examinations are held, and the successful competitors are given diplomas. Two-thirds of the expense of these courses is borne by the Government. The training of teachers is also indirectly encouraged in other ways.

Tuition.

Tuition fees while low vary somewhat, running from 10 francs ($1.93) a month for residents of Switzerland to 50 francs ($9.65) a term, foreign students paying 25 francs ($4.83) a month. In some institutions the students are insured against accident, the school paying half the premium. Tuition is free to Swiss citizens in some schools, foreigners paying 50 francs a year. In other schools special courses for foreigners run to 450 francs ($86.85) a year. A small matriculation is charged in some cases. Scholarships are awarded, and in many cases tuition is wholly or partly remitted for worthy students unable to pay.

Summer Schools.

July-August.—Special courses in painting and metal working at Marblehead, Mass. Address Frederick W. Coburn, 123 State Street, Boston, Mass.

July 2-August 10.—New York University Summer School at University Heights. Address James E. Lough, Ph.D., director, Washington Square, New York City.

July 5-August 15.—Cornell University Summer Session. Address the Registrar, Cornell University, Ithaca, N. Y.

July 5-Aug. 15.—Summer School of Arts and Sciences, Harvard University, Cambridge, Mass.

Beginning July 5.—Western University of Pennsylvania. Special course for teachers in science, literature, the languages, and methods of teaching. Address the Registrar.

July 5-August 16.—Yale University Summer School, New Haven, Conn. Courses in anatomy, art, biology, chemistry, commercial geography, education (history and theory), English, French, geology, German, Greek, history, Latin, mathematics, method of teaching, physical education, physics, physiology, psychology, public speaking, rhetoric, and school administration. Address, Registrar of Yale University.

July 5-August 16.—University of Pennsylvania Summer School. Address Prof. Arthur H. Quinn, director, College Hall, University of Pennsylvania, Philadelphia, Pa.

July 5-August 16.—Summer session of Columbia University. Address Columbia University, Morningside Heights, N. Y.

July 5-August 16.—Summer School, Teachers' College, Syracuse University.

July 7-August 17.—Academic courses. The Chautauqua Summer Schools, Chautauqua Institution, Chautauqua, N. Y.

July 9-August 18.—Third annual session of the Summer School for Teachers. New Jersey Training School for Feeble-Minded Girls and Boys. E. R. Johnstone, superintendent, Vineland, N. J.

July 10-27.—The American Institute of Normal Methods. Eastern School—New England Conservatory of Music, Boston; Western School—Northwestern University, Evanston, Illinois. Address: William M. Hatch, Business Manager of Eastern School, 221 Columbus Avenue, Boston; Frank D. Farr, Business Manager of Western School, 378 Wabash Avenue, Chicago.

July 23-August 4.—New School of Methods in Public School Methods, Chicago, Ill.; July 5-21.—Boston, Mass. Address American Book Company.

June 16-September 1.—University of Chicago. Special courses are offered to teachers.

July 9-August 17.—Twelfth session. The Winona Summer School, Winona Lake, Indiana.

July-October.—The Summer School of the University of Wooster, Wooster, Ohio.

July 1-Sept. 30.—University of Dijon, France. Vacation Course for foreign students. Prices, 30 fr. for six weeks; 40 fr. for two months; 50 fr. for three months. Ch. Lambert, secretary.

July 2, beginning, Marine Biological Association of the West of Scotland. Teachers' classes in botany; beginning July 23, in zöology.

Educational Meetings.

The Educational Association of Nova Scotia will meet at Halifax, September 25-27.

October 17-19.—Rochester, N Y., Council of School Superintendents of the State of New York; E. G. Lantman, Port Chester, secretary.

October 18-20.—Vermont State Teachers' Association, Middlebury, Vt.

October 25-27.—Maine Teachers' Association, Lewiston Me.

Back to Pulpit.

WHAT FOOD DID FOR A CLERGYMAN.

A minister of Elizabethtown tells how Grape-Nuts food brought him back to his pulpit: "Some five years ago I had an attack of what seemed to be La Grippe which left me in a complete state of collapse and I suffered for some time with nervous prostration. My appetite failed, I lost flesh till I was a mere skeleton, life was a burden to me, I lost interest in everything and almost in everybody save my precious wife.

"Then on the recommendation of some friends I began to to use Grape-Nuts food. At that time I was a miserable skeleton, without appetite and hardly able to walk across the room; had ugly dreams at night no disposition to entertain or be entertained and began to shun society.

"I finally gave up the regular ministry, indeed I could not collect my thoughts on any subject, and became almost a hermit. After I had been using the Grape-Nuts food for a short time I discovered that I was taking on new life and my appetite began to improve; I began to sleep better and my weight increased steadily; I had lost some fifty pounds but under the new food regime I have regained almost my former weight and have greatly improved in every way.

"I feel that I owe much to Grape-Nuts and can truly recommend the food to all who require a powerful rebuilding agent, delicious to taste and always welcome." Name given by Postum Co., Battle Creek, Mich. A true natural road to regain health, or hold it, is by using a dish of Grape-Nuts and cream morning and night. Or have the food made into some of the many delicious dishes given in the little recipe book found in pkgs.

Ten days' trial of Grape-Nuts helps many. "There's a reason."

Look in pkgs. for a copy of the famous little book, "The Road to Wellville."

The Educational Outlook.

Cleveland, Ohio—The recent proposal of the Educational Commission to discontinue the study of German in the primary grades in the city schools is strongly opposed by the German-Americans citizens. They urge that German is an important modern language which is particularly valuable in business. Present indications are that the change will not be effected..

Ottawa, Ill.—Work on the new east side school is progressing rapidly.

The Board of Education in Henderson, Ky., are considering the advisibility of putting a well-equipped manual training department in the high school in that city.

The injunction which prevents the School Board in Milwaukee from changing text-books in the schools has been continued by Judge Ludwig of the Circuit Court.

The State Board of Education in North Carolina has passed this resolution:

"Resolved, That all publishers offering books for adoption by the sub-text book commission shall file with the secretary of the commission all the names of all the agents, attorneys, and others representing in any way their books and interests in North Carolina."

Owing to continued ill health, Mr. James M. Hendrix has resigned his position as superintendent of the Maryland School for Boys, formerly known as the House of Refuge.

Mr. Pancratius Tiefenthaler and Mr. Frederick C. Lau, principals of two Milwaukee grammar schools were recently retired owing to advanced age, and were appointed as teachers of German.

The London Branch of the Child Study Association was organized thru the efforts of Miss Mary Crees, who together with Miss Clapperton of Edinburgh and Miss Louch of Cheltenham, attended the Educational Conference at Chicago in 1893.

Miss Sue McLaughlin formerly principal of a school, has been retired by the School Board of Columbus, Ohio. It seems that the city has done absolutely nothing for her maintenance, tho she served the schools for forty years.

Thru the generosity of Mr. James R. Barret, Henderson, Kentucky, is to have a Manual Training School. Mr. Barret presented the Board of Education with a building and lot valued at $25,000 without any other restriction than that the city maintain the school.

Direct exposure to the sun's rays, employment in or living in hot and poorly ventilated offices, workshops, or rooms are among the most prolific causes of headache in summer time, and well as of heat exhaustion and sunstroke. For these headaches, and for the nausea which often accompanies them, antikamnia tablets will be found to afford prompt relief and can be safely given. The adult dose is two tablets.

Supt. R. O. Powell has had a very successful year at Culloden, Ga. He was formerly superintendent at Vienna, Ga. Monroe County will have nine months school next year. The people are thoroly awake to the benefits of common schools.

Lansing, Mich.—Luther L. Wright of Ironwood, one of the members of the State Board of Education, has definitely announced that he is a candidate for the Republican nomination for superintendent of public instruction. Walter H. French, the present deputy of the public instruction department, has withdrawn from the race.

Mr. Edy will succeed Mr. Maddox as superintendent of schools in Bellevue, Kentucky.

I. J. Hatfield has been elected as superintendent at Oxford, Ohio, to succeed A. H. Sherer who resigned.

"Fads and Frills."

The parents of Providence, Rhode Island, have taken a sensible way of settling the matter of frills in the public schools, by voting on the question. The advocates of the three R's made a great impression until the votes were counted, and then it was found that of 4,900 parents who responded to the school committee's request for their views, about 88 per cent. insisted upon the "fads." Some interesting results are reported regarding details. As to teaching music in the schools, 4,726 were favorable and 173 unfavorable; as to drawing, 4,663 were favorable and 222 unfavorable; as to gymnastics, 4,651 were favorable and 231 unfavorable. Manual training and nature study were less popular among the parents, but nature study was favored by 3,844, with 1,004 dissenting, and manual training won by a vote of 3,360 to 1,047. Physiology won by a majority of 5 to 1. Over half of the parents who answered the circulars were taxpayers. "Fads" and "frills" will stay in the Providence schools.

One Session Only.

The 27th Sectional School Board of Boston has petitioned the Board of Education in that city to adopt a one session system in the schools of that district for one year, and if the arrangement proves satisfactory, to make the system permanent. The reasons for the request were stated as follows:

"First, that the physical condition of the child may be improved. Many of the parents say that the children under the present conditions have no time for fresh air and exercise. In winter time the children seldom reach home before 4 P. M., and as the days are short the children are deprived of nearly all of God's blessed air and sunshine.

"Second, that the study hours may be during the day instead of at night, thus enabling the child to lead a moral, simple, quiet life, and not cram its mind all hours of the day and evening with study.

"Third, in investigating the curricul of our schools we find that the prim grades could accomplish about the sa amount of work until noon as the vanced grades do until 1:30 o'clock. teachers claim that in the afterno after a hearty meal, the children bec heavy and sleepy. They are tired exhausted after the morning ho hence discipline becomes almost imp sible.

"Fourth, we find from personal c vassing that many of the best and m intelligent people are now sending th children to private schools. Some of eminent physicians say that we are rai a race of dyspeptics, and the conditi are laid to the fact that the children r thru their mid-day meal and then r back to school, and thereby get littl no time for pure air and a proper amo of exercise."

Catholic Educators at Clevela

The Catholic Educational Associat held its third annual convention at Cl land last week. Right Rev. Mgr. D O'Connell of Washington, D. C., presid general of the league, in his address phasized the importance of the Associat and of Catholic education in the paroc schools. He pointed with pride to magnificent growth of the Associat both in the number and character of members, and said that the meeting the Association was second in importa only to the episcopacy. Secretary G eral Rev. F. W. Howard of Columbus Treasurer General Very Rev. Bernar Mulligan of Camden, N. J., read their ports. These showed an excellent c dition of the finances.

Trade School Wanted.

Cleveland, Ohio.—The special c mittee that was appointed a short t ago by the builders' exchange to in tigate the feasibility of establishin trade school in Cleveland to pron education in the building trades, has h its first meeting yesterday. It was cided to provide accommodations some convenient building for conduct classes. The committee desires to terest the employers of the vari trades in the school and to have ployers of each trade look after the tails and be responsible for the inst tion of the respective classes.

The secretary of the builders' change has been directed to write New York, Philadelphia, Pittsburg, Boston, where trade schools are in o ation, to secure all possible informa regarding their cost of maintenance plan of operation.

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Women Teachers' Salaries.

Cold, impassionate figures relating to the salaries paid women school teachers in this and other cities of the country give Rochester a shamefully low place in the list, almost at the bottom. Less than half a dozen cities are paying smaller salaries to women teachers. It is to the disgrace of the Empire State that these few cities are, with one exception, within its boundaries. They are Syracuse, Albany, and Schenectady. What defense can the richest State in the Union offer for paying its women teachers the smallest wages?

The National Educational Association has published statistics of teachers' salaries thruout the United States, embracing salaries of 467 cities and villages of 8,000 or more population. The average salary of women high school teachers in the 467 places is found to be $903 year, and the average for men $$1,303, or just $400 more than for women.

Rochester, which continually claims a high rank for her schools, pays women teachers in the high schools an average yearly salary of $761; an average of $10.46 per week for the entire year. The average salary for men teachers is $1,363.

The following table shows how Rochester stands when the salaries of its women teachers are compared with the salaries paid by even smaller cities; cities not to be compared with Rochester in any other sense than to shame it for the low rate paid its women teachers:

Toledo, average salaries paid women teachers	$ 908
Allegheny, average salary paid women teachers	1,005
Columbus, average salary paid women teachers	1,131
Scranton, average salary paid women teachers	1,064
Rochester, average salary paid women teachers	761

Indianapolis, which in population is practically the same size as Rochester, pays its women high school teachers an average salary of $945, or $184 more than Rochester. In the hands of a school teacher $184 a year will accomplish wonders. The little city of Dayton, O., with 93,000 population, pays $990, and Grand Rapids, with 92,000 pays $884 yearly averages. How can Rochester expect to maintain the boasted high rank of its schools if it will not increase the average salaries of its women teachers?

It will not be admitted by any person that our women teachers are inferior in ability to those of Dayton, Grand Rapids, Toledo, Allegheny, or Scranton. Nor will it be admitted that those cities are any better able to pay good wages than Rochester.

As to the hours of labor of the woman school teacher, the National Education Association report says:

"It can hardly be argued that the teacher in the city school works fewer hours per day than is required in other occupations. In the present day city school, the time required for the numerous reports called for, the planning and preparation of lessons, the reading and correcting of exercises, the attendance upon teachers' meetings, and for other professional calls, will bring the teacher's average working day fully up to ten hours."

Andrew S. Draper says on the subject of salaries: "At a time when all salaries are advancing, it is but just that the National Council of Education should call attention to the fact that the general level of teachers' salaries is lower than it ought to be."

Higher standards of scholarship are being insisted upon in public schools and the standard of living is being forced up but the level of remuneration for teaching remains too low. What will the teachers do about it? Probably nothing. Bending under the weight of the ancient bogey of devotion to their work they permit the soulless public corporation called the city, to profit on their professional enthusiasm.

—Rochester, N. Y. *Times*.

An Underpaid Profession.

The address of Superintendent Kendall of the Indianapolis schools before the instructors of New England ought to be considered thoughtfully, not alone by teachers and directors but by the public at large. Efforts more or less successful have been made of late years in some cities to provide better pay for teachers. But the net result in the country as a whole has been slight. The education of the public upon the point is what is most needed. Mr. Kendall's address will go some way in this direction.

That men as teachers have practically disappeared from the schools is not to be explained solely by the cheerful thought that they find in existing prosperity greater opportunities elsewhere. The proper way to look at it is that they have disappeared because the pay had become utterly inadequate. And there is danger that the better qualified and experienced women teachers will follow them, leaving the schools to the instruction of the inexperienced and incompetent.

It is not a question solely of teachers being underpaid. It is not an appeal to the generosity or fair play of the public. Underpaid services are usually the kind that may be expected in the circumstances. The result must be the deterioration of the public schools. The children suffer for the penuriousness of a false economy.

Americans have been proud of their school system. The amount spent upon it is generous. But if it is to maintain its position it is time, in these days of widening avenues for the employment of women, that the rewards for teaching be made commensurate with the training required and the responsibility of the work—Pittsburg *Dispatch*.

Teachers' Salary Muddle.

"It is evident that the problem of acceptably adjusting salaries of the public school teachers of Pittsburg is in a worse muddle than ever. Two years ago the Central Board of Education, which has an unhappy faculty of doing a good thing the wrong way, devised a plan to dodge responsibility for meeting the teachers' demands and at the same time escape personal annoyance by passing the salary question over to a commission. The duty of this commission was to conduct examinations and in a sense regrade the teachers, those attaining certain marks to be paid a specified increase of salary. There was great complaint from teachers who failed to pass the required test, as well as from some who did, that the examination was unfair and the tests ridiculous, that acceptable and faithful teachers suffered unjustly in the application of the

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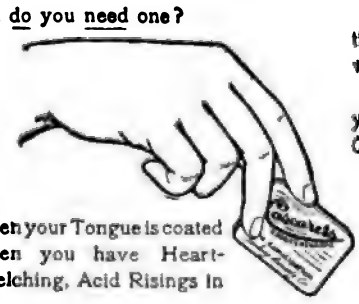

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new system, and, finally, that the commission was illegal.

"Thru the intervention of a taxpayer an issue was framed and Judge J. A. Evans has now nullified the whole proceeding. In his decision he holds that the Board had no authority to appropriate money for the salaries and expenses of the commission nor to clothe the commission with power to fix salaries of teachers. This brings the vexed question back to the place of beginning, and meanwhile the increased salary of $100 a year being paid to several hundred teachers is in jeopardy, to say nothing of amounts that have been paid them illegally since the commission established the new rates. As long ago as Christmas, 1904, *The Gazette Times*, thru its news columns, indicated defects in the commission plan. The teachers' association at that time contended that the Board had no authority for its course. In the first place authority to examine teachers is lodged only in city, county, and borough superintendents, and in certain cases with committees on permanent certificates, while the fixing of salaries rests only with school directors or controllers. Therefore the commission, which had no authority in law for its own existence, was performing functions that were specifically delegated by law to other persons or organizations.

"There is some talk of an appeal to a higher court in behalf of the central board, but the chances are that in the end the members of that body will have to face squarely the question of better pay for teachers, as should have been done in the first place. Incidentally this fiasco calls attention not only to the queer things the Central Board does, but also to the lamentably ancient and unsatisfactory plan of its operation. There is need of remedial legislation that will assure a better system of managing the schools and a more direct responsibility to the taxpayers."—Pittsburg *Gazette*.

Chinese in our Colleges.

[Editorial in the Boston *Transcript*.]

The coming to Harvard of forty Chinese youth, under the care of Mr. Charles Tenney, some of whom will remain there permanently, the others being distributed in the autumn among other American educational institutions, is an event of very considerable importance. These students, few in number tho they are, compared with the many thousand Chinese youth who are studying in Japan, may still have something to do in shaping the future of China in its relations to the United States as a political power and as a commercial competitor.

This step on China's part is largely due to her American-educated and progressive minister in Washington, and also to the officers of Harvard, who so readily responded to the suggestion made to them by Rev. Dr. Arthur Smith last February, when the Chinese Commission was here, that they should offer scholarships to Chinese youth. Yale and other institutions quickly followed, and now Mr. Tenney, with long experience in China, as an administrator of educational institutions, and with the full confidence of the controlling powers there, is already on our soil with these young men. This is not the first time that China has sent students to us. In the late seventies there were not a few young men in New

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England colleges sent with the approval of the Chinese Government, but a conservative reaction provoked the fear that American environment and ideals might make troublesome citizens of the Empire. So they were all summarily called home. Now that China is alive with reforms of many sorts, showing a passion for Occidental knowledge almost equal to that of Japan, it is natural that some of her sons should come this way.

It will be well for us in receiving these youth to remember, as President Eliot said in his address to the Chinese special commissioners when they were at Harvard last February, that they come from a land of highly developed arts and trades, manners, pieties, philosophy, literature, learning, religion and worship which they had thousands of years ago while our Teutonic ancestors were barbarians. These Chinese students, owing to the recent reforms, will not suffer indignities at the hands of the immigration officials when they enter the country, and thus a good start has been made toward treating them decently.

What they may be expected to get from study and residence here, President Eliot well pointed out. America may teach them new facts about Nature, and how it may be controlled for man's use. We can show them a new conception of government and of human society—"the progressive welfare of the multitude." We can show them new forms of individual freedom in association and combination, and absolute freedom and equality in religion. Altho Americans exhibit a passionate faith in education, they do not give the educated man that supremacy in government affairs which the Chinese have conceded to him for centuries. Lastly, America can present a civilization "pressing toward the ideal of human brotherhood thru God's fatherhood, tho still a long way off from that goal."

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Vol. LXXIII., No. 5. AUGUST 18, 1906. $2.50 A YEAR. TEN CENTS A COPY

Milne's Progressive Arithmetics

By WILLIAM J. MILNE, Ph.D., LL.D.

President of New York State Normal College, Albany, N. Y.

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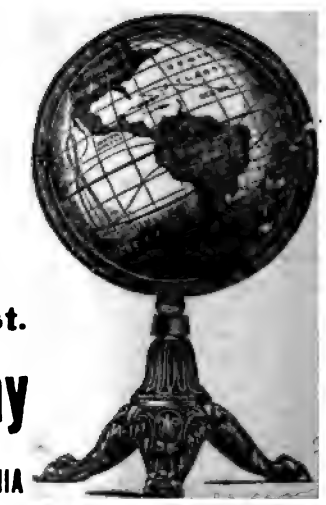

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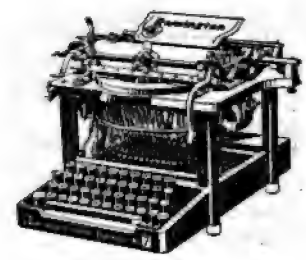

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII. For the Week Ending August 18, 1906 No. 5

OSSIAN LANG, Editor.

First Among Ourselves.

Teaching is essentially a giving of one's self for others, a daily dying that others may live, and yet renewing one's life again that there may be more to bestow the next day. No matter how obscure and modest the place may be where one is at work, if its opportunities are but utilized in the right spirit it may be a center from which the mankind of the future draws strength and health. The joy of the teacher is that his ideas, his plans, his dreams live on in his pupils. Others may jealously guard their possessions; the teacher takes pride in the abundance of his gifts. He does not talk about patents and copyrights. It pleases him to see his pupils give body to his thoughts and derive pleasure and profit from them.

Yet in our crude state of professional development it is possible for one to be regarded even as fit to teach other teachers who clings selfishly to the little plans and devices which she believes to have drawn from the original fountains of her inner consciousness. How petty such a contention appears when placed against the background of the true teacher's attitude! Still I know of an instance where a teacher not only denied to a pupil the right to make public use of the instruction received and paid for, but threatened with persecution those who took a more liberal view of the rights of individuals to honestly acquired possessions. I trust I shall never have to be more specific in trying to illustrate the point at issue, though a very recent experience would almost seem to demand it. For in the twenty years of professional communion with teachers the example alluded to is really an exception. Teachers as a rule are of the right spirit. It would be a sad day for our country if they were not. They give freely and grow richer the more they give.

The Washington Situation.

What a mess Congress has made of the school organization of Washington! There never was a finer opportunity for really great work. All the good people of the national capitol wanted was a chance to develop a common-school system that should exemplify American ideals. The situation was plain. The problem simple. The most elementary kind of comparison with other cities would have revealed the few serious defects responsible for the ineffectiveness of the old system. There was a peculiar division of authority in educational affairs which rendered location or exercise of responsibility practically impossible. Petty personal intrigue had the fullest sway. The salaries paid to the teachers were glaringly inadequate, and no inducements whatever were held out to unusually effective workers.

Here Congress took the matter in hand.

The general feeling was that the House of Representatives might make some slight and inconsequential changes here and there, increase the salary budget, and pass the bill on to the Senate, where the real fight for reform would be fought. And so it was. But the hopes built on the Senate were frustrated. The whole machinery of small log-rolling was set in motion. The families where Senator This and Senator That had been entertained made sure that their particular friends were sufficiently protected in their positions. The bill, as finally adopted, showed in almost every line the petty influences that were at work. Many provisions were especially and plainly shaped to take care of certain people.

Of course, the Board was legislated out of existence, as it should have been. Appearances point also to intent to remove the assistant superintendent; at any rate the new law demands of this officer special experience in high-school work which Mrs. Myers does not possess. The only other individual left unprotected in his position was the superintendent, tho Mr. Stuart had served the schools long and faithfully and to the best of his ability; and, if I remember rightly, he was originally elected to the office almost against his will.

If the framers of the present law had acted from the highest motives and purely in the interest of educational efficiency, the limited tenure accorded to the superintendent would not be difficult to explain. But what is the situation now? The new superintendent will have no actual power to organize and discipline his corps of assistants, as these are practically assigned and made secure in their present places. He is hedged in by many restrictions. Should he make enemies by exercising such authority as is commonly granted to superintendents he would soon have to count with enemies who could probaly effect his removal at the end of his first term, if they chose to adopt such a course. In short, he is made responsible for a situation which he is given no authority to shape, and then holds office under a limited contract besides.

Another defect—one of the most serious ones—in the bill is that it is next to impossible to get good teachers into the schools from outside of the city. The law requires new comers to begin with the lowest salary, no matter what their previous experience may have been. By this device the accursed system of inbreeding is continued, under which the Washington schools have more or less suffered for many years. That dinky local self-sufficiency should be encouraged by the United States Senate seems well-nigh incredible. What shall we think of the caliber of men who move about in such shallow waters? Has the Senate come down to the level of ward politicians? Men capable of taking a large view of things would never have permitted themselves to be committed to a policy of this kind.

Neither the Board of Education, which is, on the whole, a splendid body, nor the superintendent, are to be envied. The new law interferes so seriously with their usual prerogatives that they must make progress very, very slowly.

I am delighted to hear of the election of Supt. W. E. Chancellor, of Paterson, N. J., to the Washington Superintendency. Mr. Chancellor is a brilliant, scholarly man, tactful, courageous and forceful. He will soon give the Washington schools the national reputation which they ought to have.

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English Educational Bill.

The British Education Bill was passed by the House of Commons shortly before the close of the session of Parliament. It is expected that before it will be passed by the House of Lords it must undergo some radical changes.

The main features of the Bill as it stands at present are:

No public money to be used in denominational instruction.

From Jan. 1, 1908, all schools maintained by local education authority must be "provided" schools. The local authority is given power to purchase or take on hire the existing schools.

Teachers shall be appointed by the local authorities without any tests.

All schools receiving rates (taxes) will give the same religious education.

Religious instruction may be taught two mornings a week by arrangement with the local authority.

Attendance will not be compulsory during religious instruction, and religious education will not be given by the ordinary staff.

Social Education Congress.

The Social Education Congress will convene in Boston, Nov. 30, the sessions to continue thru Dec. 2 following.

This proposed Congress is the outcome of the deliberations of the Social Education Club of Boston, the membership of which is made up of persons active in various fields of educational work, who believe that the time has come when the needs of increased efficiency in social and industrial training should be presented more directly to the whole community.

A number of educational organizations, including the Massachusetts State Teachers' Association, will hold meetings in affiliation with the Congress.

The convention has been so planned that the best thinkers along the lines of social and industrial education may be heard, and that there may be a free exchange of ideas and experiences on certain vital matters.

Two classes of meetings will be held:

General Mass Meetings, in Tremont Temple, for formal addresses by eminent speakers, on the following general topics: Friday afternoon, Education for Citizenship; Friday evening, The School as a Social Organism; Saturday afternoon, Industrial Education; Saturday evening, The School and the Family; Sunday evening, The Education of the Conscience.

Section Meetings, in the mornings, for briefer and more technical addresses by specialists, with opportunities for free discussion. Among the section topics will be: University and School Extension; Special Classes for Defectives; Special Classes for Troublesome Children; Industrial Education; Commercial Education; Self-organized Group Work in the Schools; Social Training in Infancy and Early Childhood.

The Congress will be convened on Friday morning, November 30, 1906, at Tremont Temple. Additional details concerning it will be furnished upon application to the Corresponding Secretary.

Executive Committee: James P. Munroe, Chairman, President Social Education Club; Paul H. Hanus, Secretary Harvard Teachers' Association; Edward M. Hartwell, Chairman Educ. Com. 20th Century Club; Agnes Irwin, Pres. Woman's Education Association; Augustine L. Rafter, Supervisor of Schools, City of Boston; Eugene H. Russell, Pres. Mass. State Teachers' Ass'n; Colin A. Scott, Sec'y Social Education Club; Charles H. Thurber, Frank B. Tracy, Dora Williams, Robert A. Woods. Corresponding Secretary, Frank Waldo, Room 16, Rogers Building, Massachusetts Institute of Technology, *Boston, Mass.*

A Self-Government Plan.

Written on the blackboard in one of the rooms of the Renfrew School in Adams, Mass., is the sentence, "Liberty without obedience is confusion and obedience without liberty is slavery." Its significance and how it happens to be there is an interesting story to those who are studying the problem of effective school discipline.

The so-called "school-city" plan in which the school children are elected to fill offices corresponding to town or city governments is becoming popular. Prin. M. A. Arnold, of the Renfrew School, who has made a careful study of school governments has found that the "school-city" plan has two weak points,—one that children are incapable of governing without the supervision of teachers, the other that it is not possible to find pupils who are successful as chairman or moderator.

So he devised a plan of his own. A simple constitution was drawn up inaugurating a government similar to that of the town of Adams with the following officers:—town clerk, selectmen, board of health, school committee, library trustees, truant officers, and policemen. The plan was first tried in the eighth and ninth grades. Special emphasis was laid upon the fact that the pupils were merely to assist in the government, but that the final authority was to rest with the principal and teachers. The following statement is found in the constitution and by-laws: "It is the purpose of these by-laws to get the co-operation of pupils in the work and government of the school, but the oversight, power, and responsibility shall be in the hands of the teacher when the government is not carried out to her satisfaction by the pupils."

The plan appealed to the children and the first meeting, with Mr. Arnold as moderator, was held at the beginning of last term. Elections take place three times each school term and regular meetings are held the first Wednesday of every school month.

The policemen's duties include keeping order in the school yard, in the corridors, and in the school room before school opens. The town clerk must keep records and call meetings. The Board of Health enforce regulations as regards waste paper, crayon dust, untidy desks, and disordered books and implements. The school committee and truant officers investigate the cause of absence and tardiness "in so far as possible without being rude." The library trustees must charge, keep track of, and repair all the books in the library.

The work of the year has been so systematically and thoroly done that Mr. Arnold is planning a more elaborate plan for next year.

Europeans to Attend Carnegie Institute Dedication.

Prof. Adolf Harnack and probably Dr. Robert Koch will be among the distinguished Germans who will visit the United States in April, 1907, as guests of the Carnegie Institute of Pittsburg, at the opening of its new main building. Prof. Roentgen has been obliged to decline the invitation because of his advanced age.

Well-known men from other European countries, whose acceptances have been received, are:.

France—Ex-Foreign Minister Delcassé, Prof. Boule, Edmond Rostand, Baron d'Estournelles de Constant, and August Rodin.

Great Britain—Sir Lawrence Alma-Tadema, Lord Hugh Cecil, William H. Preece, Frederic Harrison, C. F. Moberly Bell, William Huggins and, possibly, James Bryce.

Holland—Maarten Maartens and M. Van Karnebeek, Director of the Temple of Peace.

Hungary—Count Albert Apponyi.

struction can be found than that which is contained in the Old Testament. Its historical incidents have for ages been used for this purpose, and their educational value is as great to-day as it was at any period during the separate existence of the Jews as a nation. It is to be regretted that the rising generation is not as familiar with the lives of the patriarchs as were our forefathers in the days when the Bible was used as a school reader. But very many of the same moral lessons can be given incidentally during the hours devoted to American history. The history of our country is full of material that is well adapted for ethical instruction. Columbus fell upon his knees and offered a prayer of thanksgiving when he landed upon the shores of the New World. His devout example cannot fail to make a lasting impression upon the heart and life of the pupil. The existence of God is assumed in the oath of office which every president of the United States is required to take when he is inducted into office.

The teacher may occupy one of three attitudes towards this official act which certainly has in it a religious element. The teacher may be hostile to all religion and may go out of his way to find an opportunity for ridiculing the religious faith of Columbus and Washington. Or the attitude of the teacher may be one of indifference. The teacher who is never seen at church, who never offers a prayer, and who speaks of the acts of devout men as if these acts were matters of indifference, will beget in the minds of the pupils a similar frame of mind, unless, perchance, his conduct drives the pupils to the feeling of condemnation for his indifference to religion.

The third attitude which it is possible for a teacher to take, is that of sympathy with and respect for all ceremonies in which the existence of God is recognized and acknowledged. Religion is the sense of obligation and devotion which the creature owes to the Creator. Belief in a Divine Being and in future rewards and punishments lies at the basis of our civil institutions, and no pupil can be educated for his future duties as an American citizen if the school ignores the existence of God and assumes an attitude of hostility or indifference towards religion.

For instruction on the plane of civic virtue there is abundant material in our history. Perhaps the hardest lesson to learn is that it is the patriotic duty of the citizen to pay a just share of tax for the support of the Government and the education of the people. It is easy to wave a flag and make a noise on the Fourth of July, but the honest payment of tax is a more difficult display of patriotism. To carry a gun in a military parade is a bit of display which the heart delights in, but to pay a tax is a civic duty for which most people have very little heart.

John Fiske claims that the first lesson in civics should be a lesson on taxation. The opportunity for such a lesson is presented when the causes of the American Revolution are studied. In studying taxation without representation a little time can be spent in studying taxation from the comparative point of view. On learning how much tax is paid by the average inhabitant of England or continental Europe, especially of Russia and Turkey, the pupil will rejoice that his lot has been cast under the Stars and Stripes, moreover he will realize that if our municipalities keep on piling debt upon debt, a point must in no long time be reached at which there will no longer be money enough to give every child all the education which it is willing to take.

The sacredness of the ballot is another lesson which can easily be taught in connection with the history of the American Revolution. General Reed was offered £10,000, together with any office in his *Majesty's gift* if he would desert the Colonies and join the Loyalists. Upon the floor of the Continental Congress this patriot declared, "I am not worth purchasing, but such as I am, the King of Great Britain is not rich enough to buy my vote." When the young man goes to the ballot-box for the first time he should say to himself, "I may not be worth buying, but such as I am, the ward boss is not rich enough to buy my vote."

Our Government is safe so long as the people believe in the judiciary and the ballot-box. So soon as money can buy verdicts or office, the people grow ripe for revolution. Our judicial system contains one feature not found in European systems that is designed to guarantee the rights of the individual. Every law can be tested in the courts, and if found unconstitutional, it is set aside in spite of legislative and executive approval. So profound is the faith of the people in the Constitution that many a citizen believes himself possessed of the right to declare legislation unconstitutional. This is a mistake. The citizen has the right to test the constitutionality of legislation in the courts of law; but he cannot arrogate to himself a power which has been delegated to judges learned in the law. When studying the formation of the Federal Constitution, the pupil can be inspired with a feeling of respect for judges whose duty it is to interpret our laws and to impose penalties for their violation.

The foregoing instances suffice to indicate what a wealth of material our history affords for ethical instruction. History teaches morality by example. The deeds of heroic devotion to a noble cause, of fidelity to duty under trying circumstances, of commendable bravery in the naval and military service, beget a spirit capable of similar service when the call to arms is heard. Justice to an enemy, toleration for the honest opinions of others, willingness to help the suffering and the downtrodden, a determination to serve one's country and if need be, to die in its defence,—these are but a few examples of the ethical results of good teaching in the department of American history.

The greatest teacher of all the ages was a teacher of morality and religion. The teaching of many truths in ethics and denominational religion must be left to the Church which he founded, and to the homes and Sunday Schools where he reigns supreme. The school cannot and should not try to usurp the functions of the home and the religious society, but it can, without formal lessons, inspire a sense of duty to God, and develop the virtues which are essential to good citizenship and to true manhood and womanhood.

The Incorrigibles.

Supt. Frank H. Beede, of New Haven, Conn., spoke on the problem of the incorrigible boy and in referring to the treatment of the boy in school said in part:

"First, he may be placed in another room of corresponding grade, where conditions may be different. Second, it would be well to establish in every building of twelve or more rooms a special room, in which such a boy may be placed. No stigma must be attached to the room, or its influence will be harmful. Third, there should be in every large city, in connection with the school system, at least one disciplinary school for truants and incorrigible boys."

Mr. Beede believes in corporal punishment in extreme cases. In closing he said:

"Rightly trained, the incorrigible boy may be the very one—he often is—to lead in momentous political battles, to superintend gigantic commercial enterprises, to build great railroads, to construct massive bridges and rear skyward city blocks. What we call incorrigible boys may afterward become criminals. More often they grow up into respectable men and useful and public-spirited citizens."

it; willing to teach him the uses of metals, will not teach him to use them; willing to give him arithmetic sums about building houses, will not teach him to build them; anxious that he should know about many things, stops short of showing him how to help in the work of the world.

Our boy must begin as an unskilled laborer; a doer of odd jobs, presently anxious for a "soft snap." There is nothing upon which ambition can feed. Tell him that a man must render an equivalent for what he gets, that to earn money is the only honest way to gain money and he replies, "But I do not know how to earn a decent living, to say nothing of comfort and reasonable luxury."

One sort of boy, in such cases, will force his way forward honorably, expiating the sins of his fathers by hard work, picking up by native ability in many years what should have been taught him in a few. A second sort discontentedly do, all their lives, what all of us should do part of our lives, the meaner, lower tasks; hope dead, ambitions forgotten, aspirations unknown, the saloon a haven of rest, and the yellow journal the literary diversion.

A third sort make grafters. And we might save most of these two classes of failures, many of them at least, by simply educating them in some chosen industry.

Perhaps some are thinking that the speaker makes too much of the material side of education; that boys should be taught that to earn a decent living is not all of life. Granted. Yet, let us remember that to earn a living is to render a service to society. If everybody did it the millennium would be close at hand. To-day our social troubles are mostly caused by those who will not earn their livings but seek other means for prolonging and making pleasant their stay on earth.

I do not advocate public trade schools however, as a panacea for all social ills. But I advocate their establishment as necessary to industrial success, necessary to the continuance of National prosperity, necessary to the reasonable efficiency and happiness of the generation which is about to crowd ours off the stage, essential to the development of the best in American manhood.

Medical Inspection in School.

The *Freie Lehrerstimme* reports the results of an investigation of the pupils in a school of Keagenfurt (Corinthia, Austria), which are of more than passing interest. There were examined 197 boys and 218 girls, total 415 children, of whom 161 were found to have good bodily constitution (38.78 per cent.), 214 only a medium (51.90 per cent.), and 40 a faulty constitution (9.63 per cent.). The most frequently found abnormality was detected in the bony system, especially rachitis, found in 35 boys (8.43 per cent.), and in 23 girls (5.54 per cent.). Curvature of the spine was detected in 6.74 per cent, other rachitic faults in 7.44 per cent. of the children. The eyes of 10.12 per cent. of the children, the ears of 3.61 per cent. were diseased. Diseases of the skin were diagnosed in 40 children (9.87 per cent.). The comparatively low percentage (38.78 per cent.), of children perfectly healthy is worthy of remark, altho it is not a rare case in the mountainous districts of Austria and Switzerland to find cripples and sickly children in school.

L. R. KLEMM.

U. S. Bureau of Education.

THE SCHOOL JOURNAL for Sept. 1 will be the regular annual number devoted especially to the interest of the so called "Private Schools." Teachers and others interested in the particular problems of these institutions are invited to contribute to that number.

Women's Work in Educatio

When Rabbi Hirsch was asked to specify, i address before the Congress of Women assembl the Portland Exhibition, the line of public work most should exercise the influence of women in home communities, he laid emphasis on their to the public schools. When a number of le New York women inquired of Rev. Dr. Rair how they could best serve their city, he re "Turn your attention to the public schools." thought of leading sociologists, men and wom turning to the public schools as never before, i conviction that the free educational system offe only solution to the problem of how to reac masses with those ideas that make for the up the race. Everywhere the call is for the wom assist in this great work. Still, only in rare inst have their services been asked in positions their intelligence and influence will have direct e In spite of the fact that there are more women men engaged in teaching as a profession, in sp the fact that mothers more than fathers displ active interest in the education of their children only occasionally that women are asked to ser School Boards and give the schools the bene their superior knowledge of child life. Yet in rare instances much benefit has been derived fro application of the mother-mind to the problems schools. In this respect America is away b England and Scotland in using the intelligen women to further educational causes. Neverth the notable work that has been done by a few w in this country who have been able to set aside S Board traditions inspires the hope that public ment will eventually call out its best mat regardless of sex, in this service to the public sc

When Miss Jane Addams founded Hull H Chicago, her passion for social service embrace enormous interest in the public schools." Mrs. Emmons Blaine consecrated her talent fortune to the public weal she chose the chan education and founded a school to train tea for the public schools. To-day Miss Addam Mrs. Blaine are on the Chicago School Boar former at the head of its most important comm When Miss Flora C. Stevenson of Edinburgh, land, in 1873, consented to run for the School B she began a career of public service seldom paral filling one position after another during thirt years, until as chairman of the Board she rec the "freedom of the city" and the degree of L in recognition of her service. When Mrs. Hum Ward, in 1902, sought a new outlet for her p thropy, she transplanted to England an Ame idea and established in London the vacation s

When Boston, following the initiative of En and Scotland, led the movement in Americ placing women on School Boards, four hon women responded to the call for self-sacri service—Miss Abby May, Miss Lucretia P. Miss Lucretia Crocker, and Miss Lucia M. Pea These women were the choicest product of old ton, yet their presence on the School Board bold innovation, and as such was hotly cont Tho fairly elected in 1874, the women were re their seats and the action was sustained b courts. Re-elected the following year, they their case to the Legislature and won. In when the Board was reduced from 126 memb 24, the same women were re-elected. Of tha guard, but one survives—Miss Lucia Pea Her ten years' record of service on the School B was a notable one. It was a golden age fo city schools—a time when the best men and w of Boston gave service without stint and wi emolument.—PAULINE PERIWINKLE, in San An Texas, *Express.*

The Catholic Attitude Toward the School Problem.

As Defined by the REV. MORGAN M. SHEEDY in "The Parish Monthly."

In this article we shall deal with the important matter of justice to Catholics on the school question. The problem is this: How may the American Catholic citizen be relieved of the double burden of school taxation? There is no fair-minded person who doubts that there is a grievance. The Catholic citizen pays his full tax for public instruction and, at the same time, is forced in conscience to pay for the maintenance of the parochial schools, which, as we have seen, are doing very satisfactory educational work for the state. Surely this is, on the face of it, a crying injustice. Can it be remedied?

Before coming to a discussion of the proposed remedy, let me call attention to an obvious principle, generally overlooked, that is stated by Dr. Nicholas Murray Butler, president of Columbia College, New York, in an address before the University Convocation at Albany, N. Y., June, 1902. President Butler truly said:

"While all forms of education may be under government control, yet government control of education is not exclusive, and the national system of education in the United States includes schools and institutions carried on without direct governmental oversight and support as well as those that are maintained by public tax and administered by governmental agencies."

Some very important consequences follow from the acceptance of this principle. A nation's life is much more than an inventory of its governmental activities. For example, the sum total of the educational activity of the United States is not to be ascertained by making an inventory of what the government—national, state and local—is doing, but only by taking account of all that the people in the United States are doing, partly through governmental forms and processes, and partly in non-governmental ways and by non-governmental systems. In other words, the so-called public education of the United States—that which is tax-supported and under direct control of a governmental agency—is not the entire national educational system. To get at what people of the United States are doing for education, and to measure the full length and breadth of the nation's educational system, we must add to public or tax-supported education all activities of similar kind that are carried on by private corporations, by voluntary associations, and by individuals. The nation is represented partly by each of these undertakings, wholly by no one of them. The terms national and governmental are happily not convertible in the United States, whether it be of universities, of morals, or of efficiency that we are speaking.

This point is of far-reaching importance, for it has become part of the political jargon of our time that any undertaking, to be representative of the nation, must be one which is under governmental control. Should this view ever command the deliberate consent of a majority of the American people, our institutions would undergo radical changes and our liberties and right of initiative would be only such as the government of the moment might vouchsafe to us. But we are still clear-sighted enough to realize that our national ideals and our national spirit find expression in and through the churches, the newspaper press, the benefactions to letters, science, and art, the spontaneous uprisings in behalf of stricken humanity and oppressed peoples, and a hundred other similar forms, quite as truly as they find expression in and through legislative acts and appropriations, judicial opinions, and administrative orders. The latter are governmental in form and effect; the former are not. Both are national in the sense that both represent characteristics of the national life and character.

It is obvious, then, according to this view, that the Catholic parochial schools of the United States are part and parcel of our national system of education. And, being so, they should become the object of careful consideration, in every phase, by the thoughtful American citizen. Now, Catholics ask their non-Catholic fellow-citizens to look at the financial side of the parochial-school question. Catholics are the minority, but they are not an unimportant minority; they comprise from twelve to fifteen millions of the population; they are an integral part of this great country, and history demonstrates their loyalty to the land of their birth or adoption, since in every crisis of our history their patriotism and fidelity have been in evidence.

They are looking for no favor, or privileges; they only ask for justice and fair play, and the constitutional right to have a voice in the affairs of government. In seeking financial recognition for their schools they are but asking that their own money, and not other people's, shall be applied to the education of the children of the nation. Who shall say they are asking for more than their right? The State is not the absolute master of all moneys in its treasury. It is the custodian only, and justice requires that the moneys raised by general taxation be distributed according to the reasonable and just wishes of the taxpayers. Catholic opposition to the existing state of affairs proceeds from no sinister selfish purpose.

The history of the agitation concerning "denominational" schools cannot but make Catholics think that partisan feeling and religious prejudice, and not the merits of the question, have brought about the present state of public opinion—the unwillingness to look calmly and justly on the claims of the Catholic minority.

But there is the common objection that the appropriation of any money from the public treasury to denominational schools would be a violation of the fundamental law of the land, which recognizes no religion or sect. Does it ever occur to those who insist on this view that the very policy of excluding religious instruction from schools maintained by general taxation is, as a matter of fact, class legislation in favor of unbelievers and agnostics?

Unbelief is actually some kind of belief. Consequently, may not the mass of Christians justly protest against a system which permits any state institutions becoming tacitly an agency for the spread of infidelity?

The Parochial-School System Cannot Be Ignored.

It is said that the official machinery required to carry out a system which recognizes denominational schools would be so complicated as to be practically impossible because of the multitude of sects in the country which would claim recognition. Any agency which will meet the requirements of the state in the amount and character of the education demanded ought to receive recognition. The difficulties incidental to such recognition should not rule out of court any just claimant. Does the national government refrain from collecting its revenues simply because from the Great Lakes to the Gulf of Mexico, from the Atlantic to the Pacific, a thoroughly disciplined army of revenue officers must be drafted into service? Does the insignificance of the tribute render the humblest citizen in the remotest town of the Union free from the tax-gatherer's demands?

All that is asked is simply the recognition of results secured in educational work. It is a good policy,

affirmed over and over again in municipal administration, to utilize existing agencies.

It is difficult to imagine a reasonable objection to such a plan. Let me put the case thus: The state wants a certain article—secular education for its youth. What would it matter to it (the state) where this article is procured, provided it is procured, and of the quantity and quality required? What would it matter to the state if the required secular education is procured in a school where another quality of education, namely, religious instruction, may also be procured by those who desire it? The state doesn't want the religious education, but the parent, let us say, does. Then let the state pay for the thing it wants, that is, the standard secular knowledge, leaving the parent to pay or not to pay for the other, as he may please. Does the state thus pay for anybody's religion or religious instruction? Of course not. It pays so much per head per annum for the boy or girl secularly educated up to its requirement as certified by its inspecting officer. Such officer visits the school—Catholic, Protestant, or purely secular—and by examination ascertains whether the required secular education has been given. Being satisfied, he reports accordingly, and the state pays for the result as required. To the principle of this plan no honest objection is conceivable—no objection that is not prompted by sheer prejudice. Other countries—Canada, Scotland, England, and Germany—have solved the problem. Why cannot the United States?

What the Catholic citizen might well say to the the state is this: Widen, broaden and deepen the national system of education. Do not make a monopoly of secular instruction to the extent of exacting that public money be paid for secular instruction in those schools only where secular instruction is given. What the state wants is not schools and faculties—these are but the means to an end. What it wants and what it pays for is secular training. Therefore, throw open the work of education to free competition; pay for it wherever given, no matter whether religion be taught there or not.

The American state is not hostile to religion. Suppose two schools on opposite sides of the street, the one a public school, as now called, the other a parochial or private school. In both secular knowledge of precisely the same character is given. Why should not the state pay for the secular tuition in both, even if in one of them Methodism or Episcopalianism or Catholicity were taught? Secular education is what the state wants and what it gets. Why should it concern itself as to who imparted it? Will you say the state is then paying public money for the teaching of religion? Not one penny of public money is wanted or goes for religious training. The secular training demanded by contract with the state is given, and self-sacrificing teachers find the time to teach morals and religion besides.

In the two schools the state may act in precisely the same manner, prescribe the curriculum, examine teachers presented by the parochial or private schools, as well as those of the public schools, examine the work done and pay for it when it is up to the standard. What would be the result of this method? Those who really believed in dogmatic revealed religion would build schools at their own expense, and would offer to the school board teachers whose qualifications to teach the secular branches desired could be passed upon by the state. And before one dollar of public money be paid the state could see that the secular instruction had been given. Having given that instruction according to contract, these teachers in their own way would impart to their pupils just what religious teaching the parents desire. And thus this vexed question would be solved.

That America will one day do this we cannot for a moment doubt. We have the fullest confidence in the fulfilment of her providential mission as a great Christian power in the world's future. We have the fullest confidence in the good sense of the American people, and in their love of fair play. Therefore we cannot but feel certain that America will yet make sure the foundations of her Christian civilization by providing for the youth of the land an adequate system of education. For that day Catholics wait in patient hope.

Meantime, as one of our Catholic archbishops urges, the duty of Christian parents who love their children and their country as they ought is manifest. They are bound to procure for their children, by their own exertions and with their own means, that greatest of all earthly blessings, the priceless boon of an education which, while thoroughly sound and thoroughly American, will also be thoroughly Christian. To this they are called by the voice of the Church, whose Councils have repeatedly and emphatically declared that the spread of Christian education is the great work of the age, and that no parish is complete without a Christian school. To this they are called by the voice of nature, by the heaven-imposed obligations of parental duty and parental affection. To this they are also called by the voice of patriotism. For a while their country may misunderstand their action and misjudge their motives. This we profoundly regret, but it cannot deter us from doing our duty. We will press onward in the work, towards the high aim of placing the advantages of an excellent Christian education within the reach of every Catholic child in the land. And the day will surely come when, prejudices and misunderstandings being laid aside, our country will do us justice, and recognize that we have indeed been her best friends.

For the American people will one day come to understand, what the experience of other nations has confirmed, that the only sure foundation of both the Christian Church and the Christian State is Christian education—such an education as is now given in the Catholic free schools of the United States.

Addition to National Hymn.

In a stirring appeal to the Presbyterian General Assembly in behalf of the Church's work in the California earthquake, at its recent meeting in Des Moines, Dr. Henry Van Dyke declared that when he studied California he always felt that the lines in Samuel Francis Smith's national hymn—

I love thy rocks and rills,
Thy woods and templed hills,

Were intended for New England, and that for California must be added the following lines:

I love thy inland seas,
Thy capes and giant trees,
Thy rolling plains,
Thy canons wild and deep,
Thy prairies' boundless sweep,
Thy rocky mountains steep,
Thy fertile mains.

Thy silvery strands,
Thy Golden Gate that stands
Afront the West;
Thy sweep and crystal air,
Thy sunlight everywhere,
O land beyond compare,
I love thee best.

The salaries of all teachers in the elementary grades of the Cleveland public schools are to be raised the coming year. The total increase will be about $100,000. The average increase for each teacher is about $60. The advance under the new schednle will be exclusive of the usual increases under the old salary schedule.

A Course of Study in Geography.

By LEWIS W. HINE, Ethical Culture School, New York City.

The formal geography begins in the fourth grade and is completed in the seventh. Four thirty-minute periods a week for the year are divided between geography and nature study. Much of the latter work grows out of and bears very definitely upon the geography. In the fourth grade, one thirty-minute period a week is assigned for home-work; in the fifth and sixth, three periods, and in the seventh four periods.

In the first three grades the informal geography consists largely of participation in the activities of our home life, contrasted with that of other peoples in hot, cold and temperate climates. The life of primitive people, working out better conditions from their rude environment, brings out characteristic features of topography. The life of the pioneer, applying knowledge previously gained to the subduing of his environment, continue the appreciation of different adaptations of life to different surroundings. Observation of common phenomena of weather grow out of the child's experiences out of doors, in the garden work, etc.

Grade IV.

The regular geography begins in this grade. The keynote of the grade work is exploration and discovery and the spirit and enthusiasm of this is utilized in geography, in obtaining the first world-view.

A journey of exploration out into the universe gives ideas of the various heavenly bodies—their immense size, characteristic shape and motions, and the relation of our earth to them. In this way, concepts of the shape, motions and size of the earth are built up.

Then the continents and oceans on this sphere are found and located with particular reference to ourselves. This is impressed by means of exercises in pointing through the earth to the places located, and the use of and drill upon the cardinal points are involved. The location of the zones and explanation of the cause of differences in climate, depending upon the varying position of the sun, follows. The world-view is further obtained by study of the life, occupations and characteristics of different peoples studied in the history, which gives some types upon which to build the pupils' world-view.

When they are following the explorations of the Greeks, the geography class is exploring the Greece of to-day. When Marco Polo tales take them to China, the life conditions in China to-day are studied; and Viking tales give motive for the study of conditions of living in Norway.

By this time the pupils have a basis for the study of conditions of life and industry in our own country, closing the year's work with a study of New York City as the focus of trade and immigration from all these countries of the world. Thus, the pupils gain a realization of the place of New York City in the world and its relation to the trade and life of the rest of the world.

In the first three grades the children have been gaining ideas of land and water forms and in this year the definite study of topography is begun with a study of the life of the river, illustrating changes in Nature observed by them and enlarging their ideas of uses of rivers, valleys, etc., to man.

The interpretation and use of maps is begun in Geography and History. In mathematics the diagram has been used extensively in the finding of areas of school-room, garden, etc., and finding how the distance to heavenly bodies is ascertained. All these are represented drawn to different scales. In this way the children are gaining an appreciation of what the map means and the use of different scales is readily grasped. The sand-maps and simple free-hand maps help in realization of what the different kinds of maps represent, and this is continued in mathematics by making of simple maps in the park, by locating and drawing to scale the important features of a small area. The Class Museum is of great assistance. When a country is studied, pupils bring in articles showing different points about the life and occupations of this people and a temporary loan exhibit of photographs, postals, souvenirs, books, etc., is thus built up for reference.

Tarr and McMurry, First-Book, and Carpenter's Readers are the chief books used for collateral reading.

Grade V.

In this year, Europe is treated in some detail. The approach to the study of life, occupation and characteristics of the chief countries of Europe is assisted by dominant interests in history and nature study. Conditions of life in Spain and France to-day are investigated and compared with those of the Middle Ages studied in history; the agriculture work gives motive to find conditions in the agricultural countries of Europe; and the weather records kept at the Autumn Equinox and in December are followed by laboratory experiments and form a basis for understanding climatic conditions in different countries of the world.

The continent is early treated as a whole to get the large topographic features and the relative position of the chief countries. A brief view of industries, topography and conditions of civilization of Asia, Africa and South America, accompanied by a view of races and climatic belts of the world complete the second world-view.

Topographic work in outline, sand and clay maps, followed by memory maps, for location of chief countries, cities, rivers, highlands and lowlands, accompany the foregoing work. Further and more systematic study of text and collateral reading is taken in Tarr & McMurry, First-Book and Carpenter's Readers.

Grade VI.

Here the emphasis is upon North America. First the continent as a whole is taken up by means of sand and outline maps to show relief, shape and position of its countries. This is followed by an industrial study of our State—a bird's-eye view to find leading industries—then a detailed study of them. The dairy industry, as a typical one in which the pupils may participate, is taken up and studied first-hand at a dairy-farm. Study of the agricultural, mineral and manufacturing industries of the State follows and naturally closes with a study of the development of commerce and the location of routes in the State and the physiographic conditions which have helped so much to make New York the Empire State and our city the commercial center of the hemisphere. This industrial work forms a basis for the study of the chief industries of the United States, following the political groups for the sake of economy, but emphasizing the topographic units, highland and lowland regions, in their relation to industries and life. Topographic work accompanies and illustrates the foregoing study and helps in the history work in the St. Lawrence Basin, Mississippi Valley, etc. Collections of products, pictures, etc., brought in by pupils, are arranged and put into permanent form for present and future use.

A brief study of Canada, Mexico, Central America and the chief countries of South America in their relations to our country finishes the year's work.

The weather work forms an interesting and valuable center. Discussion of weather signs and

proverbs leads to a study of courses of storm and weather changes in our country and the general circulation of atmosphere over the world. Laboratory work with air pressure and movement of air currents helps explain the reasons for these movements and changes. The work of the United States Weather Bureau is investigated to see how the weather information is collected and distributed, and the work closes with a trip to the Weather Bureau to see the instruments and methods used and a better realization is gained of the value of this department to all classes of people.

Laboratory work with the common rocks of the vicinity and the minerals of the state and country helps to a better appreciation of the industrial resources of our country.

Collateral reading—Tarr & McMurry, Second Book, New York State Supplement to Tarr & McMurry, Carpenter's Geographical Readers, Frye's Grammar School Geography.

Grade VII.

In this grade the pupils get their final world-view. The chief countries of Europe, Asia, Africa, Australia and South America are studied to find the commercial value of each to the rest of the world, and some explanation of the reasons for its standing.

A final summary is made by means of a comparison of these countries with the United States and a more intensive study of industrial life in our country in connection with the expansion and settlement of our country taken in the history work.

Current events are used as centers of special work to give vitality and help pupils form habits of outside reading. The selection of salient points in home reading is helped by writing of synopsis of chapters in text and other reading.

Collateral reading: Tarr & McMurry, Third Book, Carpenter's Readers, Frye's Grammar School Geography, Dodge's Reader in Physical Geography.

The preceding course of study we have found well adapted to the needs of our pupils. Whenever it is possible to give help to or obtian it from other subjects, we find it economy to do so.

At every stage of the work the pupils are helped to see the importance of right methods of study, to find how to apply themselves to the study work, and thus to form habits of study which will be of greatest value now and all through their lives.

Re-Organization of Country Schools.

In an address recently made at Ithaca, N. Y., L. H. Bailey made two propositions of general interest. The first was that education should develop out of experience and not out of books and, second, that every school should be the natural expression of its community. This means, therefore, that the educational work of the child should begin with things which are about him and are naturally a part of his life.

"At the present time," said Professor Bailey, "the schools are not likely to begin with essentials. We must put the schools in line with the growing knowledge of the world and there are two ways this may be attempted. There is the old way of adding new subjects, the present process, which make the schools overfilled and topheavy and leads the people to complain of fads. As a matter of fact we should subtract rather than add, if either is to be done, and we must attain our end by reorganization of the whole school fundamentally.

"If every school should be the natural expression of its community, then the rural school should express agricultural and country life. This should not be done by adding agriculture to the schools, but by a new kind of teaching of customary subjects. For instance, take arithmetic. The principles of number are the same in all parts of the world, *but when* it comes to the application of them, we can just as well have problems that have relation to the country and farming conditions as those we now have, which are partly puzzles and partly theoretical. Arithmetic can be so taught as in ten years to revolutionize the agriculture of the State.

"In geography we should begin with the local environment and not with the distant countries and the solar system. We should deal first with the neighborhood and expand the field as the child grows. We should treat of the farms and roads and forests, and the soil, cattle and people. In the old days we learned of the lions and tigers of the old-world jungles, but never a word of the pigs and chickens. Geography could be so taught as in ten years to revolutionize the agricultural and country life of New York State.

"Nature study and agricultural teaching is not something to be added to the school system, something extraneous and external, but it is to be internal and in time as much a part of school work as oxygen is a part of the air.

"This reorganization will demand a new type of teachers, better paid and better trained, who shall teach as a business and not as a makeshift, and will necessitate a new type of control of country schools."

Industrial Education in Europe. III

(Concluded from THE SCHOOL JOURNAL of July 28.)

Italy.

As early as the fifteenth and sixteenth centuries several efforts were made to establish industrial education in Italy, but it was only after the formation of the national union that it was really established there, when industrial schools and schools of arts and trades, in addition to the schools for literary scientific and general culture, were established by the local authorities. Sometimes they were founded and maintained by workingmen's associations. They usually received subsidies from the State, the provincial and communal authorities, the Chambers of Commerce, and sometimes even from the savings banks. They conform to the necessities of the local situation, and are under the jurisdiction of the Ministry of Agriculture, Industry and Commerce, and the Ministry of Public Education.

Classification.

Industrial schools and schools of arts and trades. Schools of art applied to industry, and schools of industrial drawing.

Character of Instruction.

Among the subjects taught are: Resistance of materials, mechanical technology, power machines, electrotechnics, textile technology, physics, chemistry, architectural designing, wood carving kinematics, statics, weaving, dyeing, mineralogy, topography, metallurgy, drawing, typography, tanning, modelling wood, and metal engraving, decorative painting, plastic art, glass working, embroidery, etc.

Day, evening, and Sunday sessions are maintained, and the courses run from one to eight years, three years being the general rule.

Qualifications of Students.

In some institutions pupils are admitted at the early age of eight years, while in others they must be at least fifteen years of age, and possess an elementary education.

Tuition.

Where tuition fees are charged they run from 5 lire (97 cents) for the first year and 10 lire ($1.93) for the second year to 700 lire ($135) a year for the higher educational institutions. Scholarships are also established, and tuition made free in some cases for pupils obtaining a certain rating in examinations.

Benefits.

Graduates experience no difficulty in obtaining employment at good wages.

What Virginia is Doing for Her Common Schools.*

By HON. JOSEPH D. EGGLESTON, JR., State Superintendent of Public Instruction for Virginia.

There have always been liberal provisions for local taxation in Virginia. The new Constitution went into effect in 1902–5, in which school-year $2,136,900 was spent for the common schools. This Constitution made the provisions for local taxation even more liberal than they had been. The statute law now requires that the levy for schools shall be not less than 7½ cents on the $100 in each district (township), and not less than 7½ cents in each county. From July 31, 1903, to July 31, 1904, the increase in the School funds raised by local taxation was $69,000, while the increase in the State during the same period was $39,000.

From July 31, 1904, to July 31, 1905, the increase in school funds raised by local taxation was $161,000, while the increase in the State funds during the same was $26,400. I have referred to the years 1903-4 only in order to show that on account of the increased prosperity of the people and because of the liberal provisions made by the new Constitution there has been a steady and substantial increase in the local tax for schools.

During the year ending July 31, 1905, the sum of $2,432,000 was spent for the common schools. Of this amount $1,303,900 was raised by local taxation. I am sorry that it is impossible so early in the year to give accurate statistics showing the rapid increase in local tax for schools which is taking place at this time. But if increased interest in the schools is measured by the increased amount of local taxes raised for schools, we have in Virginia a happy outlook.

Although our people prospered and taxes for schools were increased, it was felt that something was needed to stir the people to a more intimate and personal interest in the education of their children. It would be going too far back to trace the origin and growth of this idea. The soil was ready for the seed.

The School of Methods founded in 1889 has helped to prepare the soil and will go into the educational history of Virginia as one of the greatest factors in arousing the teachers to a sense of their calling, in fitting them for better work, and in giving them a desire and hope for better conditions; while the State Teachers' Association, founded in 1899, organized the teachers; worked for better professional spirit, and was the pioneer in starting local organizations for the improvement of school conditions. These two organizations and the splendid work of the press in Virginia, notably the Richmond *Times-Dispatch*, made possible what has followed.

This preparation and the agitation started by the great debates in the Constitutional Convention provoked a fearful discussion of educational needs. Under able leadership the Co-operative Educational Commission of Virginia came into existence in 1904, and at once became a vital force in our educational work.

In the spring and summer of 1905, Virginia witnessed one of the most memorable campaigns in her history. A United States Senator and all of the State officers were chosen first by a primary conducted by the Democratic party, and then in November by regular election. The campaign in some respects was exciting and sensational, but through all the excitement there rang one note clearer and more persistent than any other. "Our public schools must be improved!" There was not a candidate for either the United States senatorship or for any State office who did not pledge himself to do something in his power, if elected, to improve the public schools.

The platforms of the various candidates for Governor, Attorney-General and Superintendent of Public Instruction were published in the early Spring, and the dominant notes in each were better schools and better roads. By May, 1905, the campaign was in full swing.

In the meantime a comprehensive educational program had been decided upon by the Co-operative Education Commission to occupy the month of May and to cover every county and city. Public men, all the various candidates for office, leading educators and ministers throughout the State and the newspapers of Virginia gave invaluable aid to the movement, and their interest remains unabated, as is shown by the fact that their columns are always open to advance the cause of education. This campaign was conducted in such a thorough manner that many of our people who had heretofore been indifferent were thoroughly aroused on the subject of education.

When the General Assembly met in January, 1906, the people were expectant and did not hesitate to demand a rich fulfilment of these wishes of their constituents, and passed some of the most far-reaching laws that were ever enacted in behalf of the schools in Virginia. Briefly stated these laws included:

An act appropriating from the State Treasury an additional $200,000 a year for the pay of teachers in the primary and grammar grades, making now $400,000 a year so contributed, not including State taxes for schools.

* This interesting discussion of educational conditions in Virginia was prepared for the meeting of the Association of Southern State Superintendents, held in Lexington, Ky., last April. Owing to serious illness in his family, Mr. Eggleston was prevented from being present on that occasion.

"Optimism" and Fact.

This declaration is made in the *Express* of San Antonio, Texas:

"Nothing is dearer to the heart of the average Texan than the public schools, and their efficiency and power for good is ever in the thoughts of the best citizens of the State."

Is this the kind of oratory with which indifference is soothed or do these words issue from the fountains of truth? Mrs. F. P. Guenther, of Hallettsville, who is superintendent of the schools of Lavaca County, and president of the County Superintendents' Association of Texas, has issued a stirring letter in which occurs this severe indictment:

"It is an undeniable fact that the development of our school systems has not kept pace with the material growth and prosperity of the State, and that in the essentials of an efficient public school system Texas is far below the average State of the American Union. In matters of education, the best is none too good for the children of Texas. It is conceded that the two greatest needs of the public schools of this State are:

1. Sufficient money with which to adequately equip and maintain every school in Texas for the time required by the Constitution of the State, six months in each year.

2. Closer and more efficient supervision of the country schools by men of adequate scholarship, professional training and successful experience as practical teachers.

Upon these two essential needs of the schools the teachers and friends of popular education in Texas should unite and concentrate their efforts in bringing about satisfactory results at the earliest date possible."

Notes of New Books.

Labiche and Martin. LA POUDRE AUX YEUX. A comedy in two acts. Edited by Victor E. François, A. M., Instructor in French, College of the City of New York. Cloth, 12mo, 111 pages, with introduction, notes, exercises, and vocabulary. Price, 30 cents. This is one of Labiche's most famous plays. The plot is constructed with such care, the characters are brought out with such clearness, the dialog is so fluent and the humor so true and natural, that it provides excellent material for elementary classes reading French. Besides an introduction, notes, and vocabulary, this edition furnishes valuable composition drill in the form of exercises based on specific portions of the text. (American Book Co. New York.)

History, as usual, has been making it lively for the cyclopaedia makers. In fact, the number of things that Mr. John D. Champlin writes he has had to add in the fifth edition of his YOUNG FOLKS' CYCLOPAEDIA OF PERSONS AND PLACES (of which he had issued a revised one for 1901) is very impressive. They include the Russo-Japanese War, the establishment of Norway as an independent kingdom, the Baltimore fire, the eruption of Vesuvius in 1906, and the nearly total destruction of San Francisco by earthquake and fire in the same year. Important historical facts in various countries have been added. The necrology has been brought down to date, and new titles inserted. Among the last being articles on those who came into prominence in the Russo-Japanese War, as Oyama, Togo, Kuropatkin, Rojestvensky, etc., as well as some otherwise distinguished, as the new pope, Pius X, Whistler in Art, and Dvorak in music. This new edition will be gotten out at once by Messrs. Henry Holt & Company.

A most noteworthy addition to Silver, Burdett & Company's list of school and college texts, are THE SILVER-BURDETT READERS by Ella M. Powers and Thomas M. Balliet—a series of five readers, national in scope, based on the best principles of pedagogy. Especially are these books distinctive in the skill with which they have been graded. There are embodied in the readers, selections from the choicest literature, including history stories, fables, fairy tales, and poems, taken from the best sources. The lessons have been carefully arranged with reference to the increasing difficulty of the thought and of the sentence structure. The vocabularies have been graded with great care.

THE SILVER SERIES OF LANGUAGE BOOKS, by Albert LeRoy Bartlett and Howard Lee McBain, a two-book series in which English grammar is simply and logically presented on the inductive plan. The first book, FIRST STEPS IN ENGLISH, provides attractive language work for primary grades, and lays a firm foundation for a later more scientific study of grammar. The key note of the second book THE ELEMENTS OF ENGLISH GRAMMAR is the belief that the logical unit for the beginning of the pupil's study of grammar is the sentence by means of which he expresses his thought, not the words of which that sentence is composed. The first section of the book is, therefore, devoted to the discussion of the sentence and its parts, while the second section is given to the more detailed classification of the parts of speech. To these two general divisions of the subject proper, has been added a third part, containing suggestive work in composition.

THE QUINCY WORD LIST, by Frank E. Parlin, A.M., is a sensible spelling book that *teaches* spelling, and furnishes valuable elementary *word study*. The list contains over seven thousand of the commonest words of our language, graded and arranged according to a definite plan—a large percentage of the words being *key* words, or words which present the difficulties of a whole group of words.

Two very important new arithmetics (The Standard Series of Mathematics) are THE NEW ELEMENTARY ARITHMETIC, and THE NEW ADVANCED ARITHMETIC, by John W. Cook and Miss N. Cropsey. The former book, intended for use in the third, fourth, and fifth elementary grades, contains an abundance of carefully graded exercises, designed to develop the subject systematically, and to train pupils to think in number, and the latter book is fairly representative of what is best and progressive in present-day methods. It emphasizes three most important things: To train in scientific reasoning; to train in concentration, and to train in accuracy. (Silver, Burdett & Company, New York, Publishers.)

GREAT NAMES AND NATIONS is, as its sub-title indicates, a first-book in history. The author, Harmon B. Niver, says that this little volume, and one which is to follow it, are intended to supplement the pupils' first study of the histories of the world. Countries and cities, geographically considered, are at the best but dull subjects to the average boy or girl, but a knowledge of the leaders who found and developed them and of the great things that they have witnessed, awakens lively interest and enthusiasm. The countries of which these brief historical stories are told are China, India, Egypt, Assyria, and Babylonia, Lydia; the Phoenicians, the Hebrews, Medes, and Persians; Greece, and Rome. The historical stories are simply told and in a style suited to the understanding of boys and girls in the elementary schools. The book is well printed and well illustrated. (The Trow Press, Publishers, New York.)

When we remember the black-cloth books of our childhood, labeled "Civil Government" and filled with a lot of uninteresting stuff about the United States Constitution and its interpretation, such a charming little volume as LESSONS FOR JUNIOR CITIZENS, makes us wish we could live over our school days in modern fashion. Mabel Hill, the author of the little volume—it is not so small either, for there are two hundred and thirty odd pages—is teacher of history and civics in the state normal school at Lowell, Mass. She states in the preface that it is her belief that a knowledge of the principles and duties of good government should be presented in the elementary schools. She adds that she has "found that these young citizens are keenly interested in the study of civics, but that this branch of knowledge is a bond between the schoolroom and the home."

No wonder that this has been Miss Hill's experience if she teaches the subject as well as she writes about it. The various "stories" which comprise the book are as interesting as the best tales in the best juvenile magazines. Every normal pupil will read with pleasure, and will remember the stories of police department, board of health, fire department, street department, school system, park commission, juvenile court, town meeting, village improvement, national convention, and all the rest. Prof. Albert Bushnell Hart has supplied a pertinent and convincing introduction on the place of such a book in school. Two carefully arranged appendices supply much additional information. (Ginn & Co., Boston, Publishers.)

Everyone who has resided for a while in Germany sees to what an extent song is a part of the German's life—in the home, in the school, out tramping in field and forest, in the convival evening hour, in the church and in the opera—and every student knows that of all student songs, there is no other collection so rich as that of the Germans. To begin with, the words of a large number of the songs were written by great German poets, and then equally great German composers set the music. Owing to the predomination of the male student abroad, however, these German songs are invariably found in German editions adapted only for male voices. Professor A. R. Hohlfield, the head of the Department of German of the University of Wisconsin, conceived the idea of arranging a book which should contain a large number of the finest of all the German songs, adapted however for mixed voices, solos, quartets, a book such as had never before been issued here or abroad, and which would meet the wants of our American teachers and students in co-educational institutions who desire to familiarize themselves with the best in German song. The work was a labor of four or five years, assisted though the professor was by a very able committee of the Germanic Society of Wisconsin University. At last we have the volume—a neatly printed quarto, bound in cloth, containing nearly one hundred songs, with biographical and historical data and an introduction, all in German. Besides a music book, the volume may be used as a reader for German poetry. The title of the book is "Deutsches Liederbuch," the publishers are D. C. Heath & Co.; the price, 60c., without postage.

Sallow Faces.

OFTEN CAUSED BY COFFEE DRINKING.

How many persons realize that coffee so disturbs digestion that it produces a muddy, yellow complexion?

A ten days' trial of Postum Food Coffee has proven a means, in thousands of cases, of clearing up bad complexions.

A Washn. young lady tells her experience:

"All of us—father, mother, sister and brother—had used tea and coffee for many years until finally we all had stomach troubles more or less.

"We were all sallow and troubled with pimples, breath bad, disagreeable taste in the mouth, and all of us simply so many bundles of nerves.

"We didn't realize that coffee was the cause of the trouble until one day we ran out of coffee and went to borrow some from a neighbor. She gave us some Postum and told us to try that.

"Although we started to make it, we all felt sure we would be sick if we missed our strong coffee, but we were forced to try Postum and were surprised to find it delicious.

"We read the statements on the pkg., got more and in a month and a half you wouldn't have known us. We were all able to digest our food without any trouble, each one's skin became clear, tongues cleaned off and nerves in fine condition. We never use anything now but Postum. There is nothing like it." Name given by Postum Co., Battle Creek, Mich. Read the little book, "The Road to Wellville." "There's a reason."

Spanish Grammar (American Book Co.); Cuentos Castellanes (Heath & Co.); Introducceion a' la Lingua Castellana (Heath & Co.); Le Voyage de M. Perrichon (Ginn & Co.); Lazare Elem. French Composition (Ginn & Co.); Hoffcut's Elements of Business Law; Elementary Principles of Economics (Ely & Walker); Montgomery's Essentials of English History; Bookkeeping and Business Training (Goodyear-Marshall Pub. Co.) and Commercial Arithmetic; Montgomery's Students of American History (Revised Edition.)

From Old Mexico.

The typewriter business is growing in old Mexico as it is growing everywhere else. And, as a natural sequence the demand for operators is opening up a perfect mine o opportunities for the young men and women of that country.

The Government Commercial Schools have not been slow to recognize the advantages which a course in typewriting offers to their pupils, and as a result the typewriter is fast becoming a part of the educational system of that country.

The picture shown herewith was taken in the office of the Remington Typewriter Company in Mexico City, and shows the Remington machines delivered on the Government's most recent order. Seventy-five typewriters make an imposing equipment even for one of our large schools in the States, but this order is only one in a chain of big orders which have lately been placed with the Remington offices in Mexico. Other notable orders have been given within the past few weeks to the Remington representatives at Puebla and Saltillo.

The method of delivering typewriters in Mexico is somewhat primitive and would cause a sensation in any of our large cities. There it is a common sight to see a long line of peons, slowly winding through the narrow streets, each with a Remington typewriter perched on his head. Needless to say, such machines are always equipped with baseboards.

Catalogs Received.

Drake University Bulletin.—Announcement of Courses for 1906-7.

Rogersville Synodical College, Rogersville, Tenn.

Report of the Minneapolis Public Library for the year ending December 31, 1905.

Annual Report of the Education Department of the State of New York, for 1905 (2 volumes).

Annual Report of the United States Commissioner of Education for 1904 (Vol. I).

Murray's List of Forthcoming Books.

Report of the Education Committee of the London County Council, for the year ending March 31 1905.

Fairmount College Bulletin, Wichita, Kansas. Catalog number for 1906-7.

Catalog of the Buffalo County Training School for Teachers, Alma, Wis.

Catalog of Library Books for School District of Iowa. Issued by the State Board of Educational Examiners.

Bulletin of Yale University. President's Report for 1906.

Public Schools of Jersey City, N. J. Authorized List of Books, Stationery, and Supplies. Adopted by the Board of Education, December, 1905.

Bulletin of Tabor College.—Catalog for 1905-1906.

Outdoor Gymnastic Apparatus, A. G. Spalding & Bros.

Sam Houston Normal Institute, Huntsville, Texas. Catalog for the year and announcements for 1906-7.

Annual Catalog of The Central State Normal School, Edmond, Oklahoma, for 1905-1906, with announcements for 1906-7.

Shurtleff College Bulletin (Upper Alton, Ill.).

Juniata College Bulletin, 1905-6.

Mechanics Institute, Rochester, N. Y. Circular of Information, 1906-7.

University of Denver, University Park, Colorado. Catalog, 1906-7.

Register of Pacific University, Forest Grove, Oregon, for 1905-6, with announcements for 1906-7.

Athens Female College, Athens, Alabama.

The Michigan State Normal College Year Book for 1905-6, Ypsilanti, Michigan.

Western University of Pennsylvania Bulletin, Catalog Edition for 1905-6.

Consolidation of School Districts in Michigan—Bulletin 19, by the State Superintendent of Public Instruction.

Suggestions and Exercises for Manual Training—By the State Superintendent of Public Instruction of Michigan.

Catalog of Albany College for 1905-6, Albany, Oregon.

Mansfield State Normal School, Mansfield, Pa. Catalog for 1905-6.

Bulletin of the Stout Training Schools; Announcements for 1906-7, Menomine, Wisconsin.

West Virginia Institute Annual.

The Baker & Taylor Co.'s Monthly Bulletin of the Latest Books.

(Continued on Page 114)

TEXT-BOOKS FOR ELEMENTARY SCHOOLS

	List Price
READING	
Baker and Carpenter's Language Readers	
First Year Language Reader	$0.25
Second Year Language Reader	.30
Third Year Language Reader	.40
Fourth Year Language Reader	.45
Fifth Year Language Reader	.55
Sixth Year Language Reader	.60
Blaisdell's Child Life Readers	
The Child Life Primer	.25
First Reader: Child Life	.25
Second Reader: Child Life in Tale and Fable	.35
Third Reader: Child Life in Many Lands	.36
Fourth Reader: Child Life in Literature	.40
Fifth Reader	.45
Sloan's Primary Readers	
First Book	.25
Second Book	.30
SPELLING	
Chancellor's Graded City Spellers	
Book I. Second, Third, Fourth and Fifth Year Grades	.25
Book II. Sixth, Seventh and Eighth Year Grades	.30
Second Year Grade. Parts I and II, each	.06
Third Year Grade. Parts I and II, each	.06
Fourth Year Grade. Parts I and II, each	.08
Fifth, Sixth, Seventh and Eighth Year Grades, each	.12
Second, Third, Fourth and Fifth Year Grades. Cloth, each	.15
Sixth, Seventh and Eighth Year Grades. Cloth, each	.18

	List Price
GEOGRAPHY	
Tarr and McMurry's Geographies	
Two Book Series	
Introductory Geography	.60
Complete Geography	1.00
Three Book Series	
Book I. Home Geography and the Earth as a Whole	.60
Book II. North America	.75
Book III. Europe and Other Continents and Review	.75
Five Book Series	
Part I. Home Geography	.40
Part II. The Earth as a Whole	.40
Part III. North America	.75
Part IV. Europe and South America	.50
Part V. Asia, Africa, Australia and Review of North America and State Supplement	.50
Home and World Series	
Chamberlain's How We Are Fed	.40
Chamberlain's How We Are Clothed	.40
Chamberlain's How We are Sheltered	.40
LANGUAGE AND GRAMMAR	
Emerson and Bender's Modern English	
Book I. Elementary Lessons in English	.35
Book II. A Practical English Grammar	.60
Woodley's Foundation Lessons in English	
Book I	.40
Book II	.40
Book III. (Grammar) By Woodley and Carpenter	.40

Correspondence regarding these books cordially invited

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BOSTON CHICAGO ATLANTA SAN FRANCISCO

The Educational Outlook.

Altho there are about 200 persons on the eligible list of kindergartners for the New York public schools, a kindergarten examination will be held January 10 and 11, 1907.

The Rt. Rev. Bishop Richter and the pastors of the various Catholic churches of Grand Rapids, Mich., have taken steps towards the establishment in that city of a Catholic central high school system. It is said to be only a matter of a short time before the high school departments of the Catholic parochial schools will be consolidated and two large central institutions will be in active operation.

For the present year the appropriation for the schools of Alabama is, including the poll tax, $1,202,752.90; for the year previous, $1,123,781.60. For the five years ending with 1905, the schools received $5,424,826.06. This was an increase over the five years previous to that time of $2,900,000. This, however, is not considered ample, and the educators are asking for more.

The Missouri, Kansas and Texas Railroad management will hereafter employ only boys who have completed eight grades of school. An increased attendance at the public schools of the towns along the line is looked for, as a result of the railroad's stand, and arrangements are being made to take care of the new pupils.

An agricultural, industrial, and normal college is to be established at Valdosta, Ga. It will be supported by State appropriation.

Dr. David P. Barrow, director of education for the Philippine Islands, has announced that the government will, in all probability, establish a university at Manila, as soon as there is sufficient demand for such an institution. Many students in the public schools are looking forward to advanced instruction, and the bureau of education is endeavoring to make provision for professional courses for these young people.

Regents' Examinations.

The New York State Board of Regents has made several important changes in the examinations conducted under its supervision thruout the State. Hereafter pupils in high schools and academies may be promoted from class to class, or graduated, even though they fail to pass the regents' examinations, and in what are known as secondary schools the regents' examinations are mandatory only in the last two years of a four years' course. Further, in schools where pupils fail to pass such examinations the question of their advancement shall, nevertheless, be left to the discretion of their teachers.

The new rule provides for the preparation of State papers by fifteen committees of three members each, one of these to represent the State department, another the universities, and the third the high schools and academies. The statement given out by the regents reads:

"The aims of the examinations are to guide and stimulate teaching, insure a worthy and definite degree of scholarship, and establish standards of recognized value for admission to the normal schools, colleges, and professional schools, the professional examinations and other standards for which the State assumes responsibility.

"The regents will adhere to and realize those ends so far as possible while they will avoid any occasional and incidental harm or injustice to individual children so far as may be. They desire that the examinations shall be representative of the teaching in the best schools, and quickly responsive to progress in education, and shall not be forced upon immature or defective children to their hurt. Therefore, the board has provided for a State Examination Board, to consist of leading teachers who shall appoint committees of teachers in colleges, high schools and academies to prepare the examination questions. The examinations are mandatory only in the last two years. Academic principals are authorized to excuse students from the examinations for physical or mental reasons which may lead the principals to think that a compulsory examination might be hurtful to the student. Schools may promote students from class to class and may graduate students who do not pass the State examination."

Work of Fisk University.

A circular sent out for distribution by President Merrill and other officials of Fisk University, at Nashville, shows something of the work of that institution.

Fisk University was established with a view to giving those who desire it among the colored young people of the country, especially from the South, a liberal education. In this, despite all drawbacks, it has met with gratifying success. It has a list of 543 alumni and 550 students on its rolls.

Of 287 graduates of the college, 261 are living. Of these, 121 are teachers, many of them college professors and principals, or teachers in high, normal, or industrial schools. Forty are in business. Thirty-eight are doctors, dentists, or druggists, some combining pharmacy and medicine. Twenty are ministers. Twelve are lawyers. Nineteen are taking post-graduate studies. Some of the women are wives and mothers in homes of comfort and culture.

One point made in the circular is of special interest. "The fact is," it says, "that the economic conditions south of Mason and Dixon's line are such that the graduate of a negro college has a more favorable chance to use his education than does the average white graduate North or South. Here comes in the law of supply and demand, a law as inevitable in working as the law of gravitation. A white young man fitted to practice medicine faces a situation, that, as a rule, makes it necessary for him to go through years of starvation, and after that how few get a lucrative practice. On the

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A New York City Out-of-Door Playground.

other hand, the young negro doctor can hang out his shingle in our Southland with the assurance that almost anywhere he can find such a practice as will afford him a comfortable living."

Regarding Night Schools.

Supt. George W. Phillips, of the Scranton, Pa., public schools, says in his annual report that in forty years since Scranton became a city its population has increased to 120,000, with a school attendance of 20,000. With regard to night schools, Dr. Phillips says: "While everything possible should be done for boys and girls who are compelled to work, the mistake is sometimes made of thinking that those who work can, by attending night school, do as well as those who attend day school. This is impossible, both for physical and mental reasons, and parents and children should not be thus deluded. If we are to assimilate foreign-born children into the best ideals of American citizenship, it is necessary to keep them in day school longer than the tendency appears to be at present. There were in the grade night schools 1,732 boys and 432 girls, making a total of 2,169 in these schools."

Some of the Sectarian Songs.

Rabbi Solomon Foster, who is connected with the largest Hebrew congregation in Newark, N. J., has sent a formal protest to the board of education of that city, against the use of sectarian songs and hymns in the public schools. Rabbi Foster states that he has examined all the song books used in the schools, "to find out how far the spirit of theology, so antagonistic to the laws and institutions and spirit of our nation, may have penetrated into the public schools through the medium of strictly sectarian hymns and songs."

His letter continues as follows:

"But, manifestly, it is most inappropriate, as well as unlawful, as you readily understand, to inject into the public schools of our land any spirit, in whatever form it may be embodied, that might conflict with the religious views of any of the pupils, no matter how small a minority they may form."

He gives the following hymns and songs as "objectionable in accordance with this standard of non-sectarianism in our public schools:"

"A Christmas Song," "Hear the Distant Joyous Time," "Old Christmas," "The Christmas Tree," "Battle Hymn of the Republic," third and fifth stanzas; "A Christmas Story," "A Christmas Song," "Whitsuntide," "Pleyel's Hymn," "A Little Song of Thankfulness," "The Mountain Chapel." "Holy, Holy," "Now 'Tis Christmas Time," "They Falter Not," "Hark, the Herald Angels Sing," "Holy Night, Peaceful Night," "Brightest and Best," "O Little Town of Bethlehem," "Christmas Carol," "'Tis Easter Time," "Cradle Song," "Evening Prayer," "Nearer, My God, to Thee," "Now the Day is Over," "A Mighty Fortress is Our God," "Integer Vitae," "Onward, Christian Soldiers," "Old Hundred," and "Hamburg."

Co-Operative Education Conference.

A great education conference, called at the instance of the Co-Operative Education Association, is to be held in Richmond, Va., October 3, 4, 5, and 6. It will bring together in one assembly the State Teachers' Association, the state superintendents, and the 250 local education associations scattered thru the State. Each college and institution of higher learning will be represented, and it is purposed to give every school activity from the country common school to the university an opportunity to be heard, and by bringing into personal contact all the workers in the field to stimulate a greater activity, a more definite and unified plan for work, and to carry forward by concerted design the campaign for education, which has already accomplished such great results.

The Co-Operative Education Association was organized about two years ago, and now includes in its membership the most prominent citizens in every section of the State. It has the following objects:

1. A nine months' school for every child.
2. Well trained teachers for all public schools.
3. Efficient supervision for the schools.
4. The introduction of agriculture and industrial courses into the schools.
5. The promotion of school libraries and the correlation of public libraries to the schools.
6. The organization of Citizens' Education Associations in every county and city in the state, with a view to the reinforcement of the county superintendents and teachers; to the consolidation of schools; to the increase of local taxation, and to the improvement of school houses and grounds.

At the last meeting of the executive committee, a committee was appointed, consisting of Messrs. J. D. Eggleston, George W. Koiner, A. M. Saule, H. B. Frissell, Gruce R. Payne, W. S. Copeland, and T. O. Sandy, to study and to formulate plans for untilizing public schools and such other agencies as may be available for the advancement of agricultural interests in the state.

The committee appointed to arrange the program decided to open the meetings Wednesday, October 3, at which addresses will be made by Dr. S. C. Mitchell, president of the association, Governor Swanson and others.

October 6 will be devoted to the Education Associations of the state.

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A member of the Massachusetts State Board of Education said over 20 years ago: "Pupils can be taught *Neatness* the same as Arithmetic."

Read following letter:

PROF. E. B. COX
Ex. Vice-Pres. Nat. Supt. Association
XENIA, OHIO

XENIA, OHIO, April 12, 1906.

"It is with satisfaction that I endorse your Book Covers and material used in the repair and preservation of school books. Our City entered into the "Free Text Book" plan of providing school books for all children below the High School, in the fall of 1896; *some of the books have been in use TEN YEARS* and are *still suitable for further use.*

"This is because of the care taken and the use of the 'HOLDEN SYSTEM FOR PRESERVING BOOKS.' Everybody that has anything to do with the free text books of our schools strongly endorses the Holden System: The Covers are a great economy in the way of saving text books. I have no hesitancy in recommending these to any system of schools which desires to preserve the text books used."

This plan is enforced in Xenia, O., Allegheny, Pa., New Bedford, Mass., etc. For Three years in Xenia, and Four years in the latter two cities named, the Annual Cost per pupil for text books was about **36 CENTS EACH!!**

No other plan has produced such a record! As to the old argument that the insides of the books get too filthy, we *challenge* anyone to examine the books in use six years in Xenia, O. We have done so twice. It completely refutes the argument.

HOLDEN PATENT BOOK COVER CO., Springfield, Mass.

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School Equipment and the Educational Trade.

(Continued from page 110.)

The firm of A. G. Spalding & Bros. has recently issued a beautiful catalog of "Outdoor Gymnastic Apparatus." School people who have been so fortunate as to have visited the outdoor playgrounds of New York or others of our larger cities, know how much delight the outdoor gymnastic apparatus gives to children. In fact, when one can have gymnastic work or play and outdoor air at the same time, the arrangement is an ideal one—far better than similar exercise when the gymnast is confined within the four walls of a building. The Spaldings are ready to supply everything imaginable in the line of outdoor gymnastic apparatus, as this most interesting catalog indicates. The same catalog, by the by, is illustrated with photographic reproductions of playgrounds in various cities, with boys and girls using the apparatus. Several of the illustrations are reproduced in the present number of THE SCHOOL JOURNAL.

The catalog is one worth studying and may be had upon application. (A. G. Spalding & Bros., New York and Chicago.)

Mr. Hubert N. Skinner, who is connected with the Chicago branch of the American Book Company, has been invited to deliver a course of lectures at Chautauqua this month upon subjects relating to ancient British history and folklore. Mr. Skinner has found that some of his writings are being reviewed by the "Volkskunde," a publication connected with the University of Tuebingen, Germany. These facts are interesting as indicating a wide-spread interest in the study of ancient folklore and as evidence of the far-reaching influence of the recent "Keltic Revival."

Messrs. L. C. Page & Company, Boston publishers, announce five new volumes in their popular "Little Cousin Series." These are: "Our Little Scotch Cousin," Blanche McManus; "Our Little Dutch Cousin," Blanche McManus; "Our Little Panama Cousin," H. L. M. Pike; "Our Little Spanish Cousin," Mary F. Nixon-Roulet; "Our Little Swedish Cousin," Claire M. Coburn.

The manufacturing company of A. L. Bemis writes that their factory is overflowing with orders. Complete equipment for manual training and cooking has been ordered for Worcester, Mass., and Trenton, N. J. For the latter the Bemis Standard was specified. About 200 benches will go at once to Cincinnati, Wyoming, and Madisonville, Ohio.

The following works published by Isaac Pitman & Sons, 31 Union Square, have been officially adopted by the New York Board of Education for use in the high schools of Greater New York: Isaac Pitman's Short Course in Shorthand; Stenographic Word List by Buckelew & Lewis, and Phonic Word List by Buckelew & Lewis.

In connection with the Hon. DeAlva Stanwood Al "History of the State of New York (1777–1861)", published by Henry Holt & Co., New York, son remarks of the Hon. J. Breck Perkins, the author's from Rochester, are of interest. In a recent spee House of Representatives, in which he was alludi possible effect of the possession of patronage in e member of the House to retain his seat, he said, "I that the State of New York from the time of its org down to the year 1860 was represented by about 600 of Congress in all. How many do the members of mittee suppose of those 600 Members served only o Four hundred Members, two-thirds of the entire n Representatives from the State of New York from 1860, served only one term in Congress. How m able to stay in two terms? One hundred and fi One hundred and fifty, one-quarter of the members enabled to keep themselves in Congress for two Cong terms. Of that whole 600 Members there were only one-twelfth, that were allowed to remain in Congr than two terms, and there was only one out of the 6 a period of seventy years that was elected by his co for ten terms in Congress.

The Taylor Drawing Papers.

Among the comparatively new firms that have s business during the last few years is the Tayl Company, of Springfield, Mass., manufacturers grade drawing papers by a patented process.

The Taylor Patent Drawing Papers are manufac high, normal, manual, training, and technical sc and on the testimony of Mr. Henry Turner Ba Walter Sargent, Mr. C. A. Bennett, Mr. Frank E. Ma and other prominent instructors in drawing, these supplant the imported, hand-made papers that ar use in school work.

The Taylor-Holden Company are supplying ma largest cities with their papers. Among the differe they manufacture are the "Haytol" brand for m drawing; the "Taylor No. 1" brand, cold or hot for water-color work, and the "Holden Free Hand for free-hand sketching.

Another line of work that the Taylor-Holden is taking up is the publishing of technical books, of "Notes for Mechanical Drawing," by Frank E. Ma instructor of drawing in the Technical High School field, Mass., also Architectural Drawing Plates, I Construction, Brick Work and Masonry, and a s plates of Mechanical Drawing Alphabets.

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Books at Low Prices

Owing to changes in course of study, a city in the vicinity of Boston has a limited number of second-hand text-books to dispose of. Many of them are in first-class condition. They are recommended to the attention of committees of small towns whose funds for books are limited. Some of the titles are as follows:

Eaton's Intellectual Arithmetic
Gay's Problems in Arithmetic
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Clear Enough to Her.

Andrew Carnegie once delivered a little homily to the pupils of a public school in Washington, wherein he endeavored to demonstrate that the judgment of men is apt to be warped by sentiment and feeling.

"In Scotland," asserted Mr. Carnegie, "the people abominated hymns simply because the Episcopalians used them. The Presbyterians sang only the Psalms of David. The Episcopalians used stained glass in their church windows, and for that reason the Scotch looked upon stained glass as something of unholy origin."

Continuing, Mr. Carnegie told a story of a Presbyterian minister who had been bold enough to introduce this hated innovation. He was showing it in triumph to one of his parishioners, and asked her how she liked it.

"Ay, it is handsome," said she, sadly, "but I prefer the glass jist as God made it!"—*Harper's Weekly.*

Personal and Pertinent.

The public will be surprised to learn that Manuel Garcia, who died recently, was a music teacher and not a leader of the Cigarmakers' Union.

Once there was a man who thought Uncle Russell Sage ought to stop work. He spoke to him about it. "Why get together any more money, Mr. Sage? You can't eat it; you can't drink it. What good will it do you?"

"Ever play marbles?" Uncle Russell asked

"Yes, when I was a boy."

"Couldn't eat 'em, could you? Couldn't drink 'em, could you? No use to you, were they? What did you play marbles for?"—*Harper's Weekly.*

Stage Fright.

Very few persons acquit themselves nobly in their first speech. At a wedding feast recently the bridegroom was called upon, as usual, to respond to the given toast, in spite of the fact that he had previously pleaded to be excused.

Blushing to the roots of his hair, he rose to his feet. He intended to imply that he was unprepared for speechmaking, but he unfortunately placed his hand upon the bride's shoulder, and looking down at her he stammered out his opening and concluding words:

"This—er—thing has been forced upon me."—*Philadelphia Ledger.*

A Modern Family.

Grace is in her "study"
Modeling in clay,
Maude is getting ready
For the matinée.
Jane is writing verses
In the lower hall,
Where Genevieve rehearses
Plays at basketball.
O'er a love tale sighing
Edith hides her face,
While Antoinette is trying
To decorate a vase.
Brother's at the casement
Bawling for his lunch,
And ma is in the basement
Cooking for the bunch.

—*Clover Leaves.*

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Boy's Terrible Eczema.

MOUTH AND EYES COVERED WITH CRUSTS —HANDS PINNED DOWN—MIRACULOUS CURE BY CUTICURA.

"When my little boy was six months old he had eczema. The sores extended so quickly over the whole body that we at once called in the doctor. We then went to another doctor, but he could not help him, and in our despair we went to a third one. Matters became so bad that he had regular holes in his cheeks, large enough to put a finger into. The food had to be given with a spoon, for his mouth was covered with crusts as thick as a finger, and whenever he opened the mouth they began to bleed and suppurate, as did also his eyes. Hands, arms, chest, and back, in short, the whole body, was covered over and over. We had no rest by day or night. Whenever he was laid in his bed we had to pin his hands down, otherwise he would scratch his face, and make an open sore. I think his face must have itched most fearfully.

"We finally thought nothing could help, and I had made up my mind to send my wife with the child to Europe, hoping that the sea air might cure him, otherwise he was to be put under good medical care there. But, Lord be blessed, matters came differently, and we soon saw a miracle. A friend of ours spoke about Cuticura. We made a trial with Cuticura Soap, Ointment, and Resolvent, and within ten days or two weeks we noticed a decided improvement. Just as quickly as the sickness had appeared it also began to disappear, and within ten weeks the child was absolutely well, and his skin was smooth and white as never before. F. Hohrath, President of the C. L. Hohrath Company, Manufacturers of Silk Ribbons, 4 to 20 Rink Alley, South Bethlehem, Pa. June 5, 1905."

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII. For the Week Ending August 25, 1906 No. 6

OSSIAN LANG, Editor.

The Rating of Teachers.

There can never be any satisfactory rating of teachers until there is an incontestable method for measuring teaching efficiency. Personal considerations and individual theories are too much in control in spite of undeniably serious endeavors on the part of principals, supervisors, and superintendents to arrive at something like general principles of criticism. The chief reason for this condition of affairs is lack of agreement as regards professional standards. There is too much dependence upon intuition. As a result efforts to create so-called merit lists invariably give rise to contests, more or less acrid, and the story goes that sometimes they cost the conscientious superintendent his position.

A device which has commended itself to many superintendents consists of examinations in the theory and history of education and related subjects. The principal argument in favor of it is that these examinations, when intelligently conducted, will reveal not only the intellectual grasp of a teacher, but also his devotion to the study of his profession. The argument against it is that acquaintance with the various branches of the studies of education is no evidence of his efficiency. Admitting the force of the latter argument, there still is left the probability that the theoretical test proves something, and a something that is worth much. Other things being equal, a student of the fundamentals of his profession is entitled to higher consideration than one who tries to live by the light of his small candle of personal experience.

Many teachers cease studying as soon as they believe themselves to be secure in their positions. They must be compelled in some instances—to our shame, let it be confessed—to subscribe to some professional periodical, and then they generally choose the cheapest paper, rather than the best. In fact, they are teachers who are not capable of distinguishing between the good and poor literature put out for their especial use. A paper with not an ounce of trained educational judgment behind it may succeed in building up an immense subscription list—this has been done. As long as this is possible there is little ground on which we can claim that teaching is entitled to the rank of a profession. The study of educational foundation principles certainly develops professional judgment, and so the possession of it is justly considered a valuable asset. In constructing a merit list an examination into the professional equipment of a teacher is not only justified but, under present conditions, is actually necessary.

Let us make due allowances to the argument that a knowledge of the philosophy and history of education and related subjects is not a final proof of one teacher's superiority over the other in point of teaching efficiency. At the same time let us be no less candid in admitting that such a knowledge counts for much and ought to be given full credit.

Pensions.

The sense of security which has come to college professors in the final establishment of the Carnegie Pension Fund will be of undoubted benefit to our colleges and universities. An instance in point is that of a professor who is much in demand the country over. Recently a very flattering offer was made him, assuring him a salary much larger than his present one. Moreover, the proffered position was very much to his liking. The argument which finally persuaded him to keep his professorship was that in ten years he would be entitled to a pension from the Carnegie Fund and that after his death his wife would be comfortably taken care of if she should survive.

By a generous interpretation of the principle of the Fund the committee having the matter in hand has decided to award a pension of $3,000 a year for life to Dr. William T. Harris, the retiring United States Commissioner of Education, and if Mrs. Harris should survive him she is to receive one-half that sum annually.

The workings of the Carnegie Fund ought [illegible]ve a powerful argument in favor of the pens[illegible] of school teachers generally. This is not a m[illegible] to be left to local initiative. It is doubtful [illegible]er it should be made a State affair. My [illegible]al opinion is that we ought to have a national [illegible]em of pensions. Does the plea which permits [illegible]ns to be paid to war veterans not apply with [illegible]ch greater force to the true preservers of the nation, which are the teachers the[illegible] Let us keep up the discussion. THE SCHOOL JOURNAL invites the use of its columns for contributions toward the solution of the problem.

The salaries of all teachers in the elementary grades of the Cleveland public schools are to be raised the coming year. The total increase will be about $100,000. The average increase for each teacher is about $60. The advance under the new schedule will be exclusive of the usual increases under the old salary schedule.

An Englishwoman's View of Our Schools.

Miss Kate V. Stevens, principal of a girls' school in London, England, is visiting various sections of this country to make a study of our schools. She has been principal for ten years, and has taught in the school for twenty years. The Denver *Post* reports an interview with Miss Stevens, in which she says:

"In England we have centuries of tradition to overcome when we desire to introduce a new method.

"In Eastern America the tradition, while not strong as it is in England, is strong enough to make people too conservative.

"In the West you have no traditions and you can have the best of the old methods and combine them with the newest methods, and can try all kinds of experiments.

"You have as many systems of education as you have states, and there is no general method in this country. The West is the best place to study your methods, and it more than pays an investigator to take the long trip out here.

"The school in which I have been for the past twenty-one years has changed its character entirely since I was employed in it. It was the ordinary pay school for girls at first, but has been used in educational experiments since that time. At present it is a school where the practical sciences are taught, such as housewifery, nursing, and the like. We have only the graduates of the other schools there, and mainly those who are preparing themselves for teaching. It is not a normal school, and you have nothing of the same order here in America.

"I find that our English schools are ahead of the American in the manual training lines. We have always had manual training in our system of education, but it is only in its infancy here. More time should be devoted to it, as it is very necessary that the youth of the land know how to work with their hands as well as their brains.

"I think the plan of Alfred Mosely, who is bringing different parties of English teachers to this country so they can study your methods of teaching, is one of the best things that could have happened. The travel here will broaden the teachers as nothing else would, and make them ready to give new methods a trial."

Ten Primary Teachers and Italy.

A picturesque little fishing village on the Adriatic sea, Sinigaglia by name, seems likely to make a name for itself in history, according to a recent editorial in the New York *Sun:*

Hitherto it has been chiefly celebrated as the birthplace of Pope Pius IX, and for memories of the old Roman days. Hard by is the Metaurus River, where Hasdrubal was undone, and Pompey burned down the town in the civil war. The town has its share, too, of medieval art and romantic renaissance traditions, but it has created very little stir in the twenty-four centuries since the Gauls founded and named it.

The women of Sinigaglia have now changed all this. Ten primary school teachers of Sinigaglia, according to the Rome correspondent of the *Tablet*, having advanced ideas about their rights, went before the Board of Registry and demanded that their names be put on the voting lists. Male Sinigaglia thought this a great joke, till the board complied with the demand. The District Attorney carried the case to the provincial Court of Appeal at Ancona, and that body has just confirmed the legality of the registration. The case will undoubtedly be carried to the highest tribunal, the Court of Cassation, but lawyers believe that the decision will stand.

In that case the ten Sinigaglia school-ma'ams, by merely insisting on their legal rights, will have gained the suffrage for women thruout Italy, without any parliamentary action. It would be as astonishing an example of judicial legislation as history can show, for however open to the new interpretation the Italian Constitution may be, there is no doubt that its framers had no idea of making women voters.

At any rate, Sinigaglia becomes a war cry for woman suffrage, and the ten primary schoolma'ams enter into history as heroines.

N. E. A. Notes from Secretar Shepard.

The officers of the N. E. A. deeply regrette necessity for abandoning the San Francisco vention. The local committee, teachers, and zens of San Francisco, with characteristic lo to their invitation, urged us, after the disast accept the hospitalities of a model camp they proposed to establish on the beautiful mont Hills back of Oakland and Berkeley. executive committee, however, did not dee wise to allow our stricken hosts to add to overwhelming burdens; while, for many reaso was found impracticable, as it would have seeme courteous, to transfer the convention to another

In accordance with the constitutional provi the present officers of the Association will neces continue in office until the annual meeting in

Much thought has been given to methods by the Association may continue its work witl least interruption. At first it was thought the papers planned, and in many cases partly pared, for the San Francisco meeting, migl collected and published in a volume for the This was found to be impossible, owing, in to the general desire of the department presi to reserve the most valuable papers for the meeting, that they may be discussed in conve

It was finally decided, in view of the fact tha Association completes its first fifty years in 1907, to publish a semi-centennial volume, a incorporate in this volume:

The Proceedings of the Department of Superintende Louisville.

The special Report of the Committee on Instruct Library Administration in Normal Schools, recently pleted.

A revised and completed index of all publications by the Association since organization.

A classified list of topics discussed during the fifty arranged chronologically by departments.

An historical analysis of the work of the Associatio 1857 to 1907.

A review and analysis of the declaration of pri adopted by the Association at its various annual me

Statistical tables of membership enrollment, and of receipts and expenditures since organization.

Other matter appropriate to a volume closing th fifty years of the Association's history, including a dir of all life and active members of the Association on it at the date of publication.

It is believed that this will constitute one most valuable volumes of the series. The pration of this volume is well under way.

It is gratifying to be able to announce tha bill for incorporation of the Association by Congress passed the Senate on June 29—h previously passed the house—essentially in the adopted by the active members at the Asbury meeting (see pp. 34-36, Asbury Park volume was signed by President Roosevelt on June 3(will become operative as a National Charter formally accepted by vote of the active me at their next annual meeting. In the mear the original certificate of incorporation of the ciation, which expired on February 24, 190(been temporarily extended.

The present active membership of the As tion is 5,261, there having been added 1,134 d the past year. It is the purpose to make a s effort during the current year to secure the e ment, in every state, of all prominent teacher already members, who will be pleased to b permanently identified with the Association its works as it enters upon its second half cer Since we have not the advantage of the usua vention opportunities for securing active bers, we must rely upon the aid of the preser tive members in extending the membership a their associates and acquaintances.

The Beauty of the Commonplace.

By EDWARD F. BIGELOW, Stamford, Conn.

Why is it that we go to the menagerie (to which we take the young folks, of course, for their instruction!) to see the wonderful and interesting animals from some *distant* country, when we have never seen or at least never studied the more wonderful and more interesting animals in our own dooryard? The members of the nearby fauna are not so large, indeed some of the most interesting are so small that they require a microscope with which to see them. But who ever went to a menagerie because the animals are big? We hardly admit that even with Jumbo, the attraction is chiefly in the size. We like to talk of the great intelligence of the beast and the wonderful adaptation of the "trunk" or proboscis. And this, too, when perhaps we have not even admired and have never learned anything about the complex structure of more wonderful proboscides of the flies, or the bees, or the probing bill of the woodcock.

Don't misunderstand me as decrying or belittling the gigantic animal, nor the interests connected with the worn-out rope at one end and the limp, writhing piece of hose pipe at the other. What I do decry is that we won't admit that we went to see mere size only. When it comes to intricate structure and wonderful adaptation of means to ends, your Jumbo is excelled by many an animal near your own doorstep.

Another much advertised feature is the gaping, cavernous mouth of the evil-smelling hippopotamus, or the rending jaws of the lion, or the vicious tiger. And yet, wonderful as these organs really are, they do not equal those of the pouched gopher, the chipmunk, the wasp, the cricket, or the grasshopper. The point I wish to make is that we are too apt to think of beauty and interest as qualities belonging to the rare and the distant, rather than to the near and the commonplace. Not long ago I asked some young folks what were their favorite birds, —especially young birds. The answers included robins, Baltimore orioles, scarlet tanagers, goldfinches. Yet when I called their attention to it, they all agreed that a little chicken is the most attractive, lovable, hugable, young creature that flies. They were, indeed, surprised at themselves, because they had not thought of the chicken as a bird. It was so near at hand, so familiar, and indeed by some so much loved that they had even forgotten, and could with difficulty realize; that a chicken is a bird. They had become accustomed, probably as the fault of some adults, to think of the chicken as too commonplace, too utilitarian to be entitled to any attention as a bird. But your true fancier, true lover of the back-yard fowls, never forgets the fact. Over his favorite he exclaims to you, "Isn't that a beautiful *bird?*"

Again, I inquired of the young folks, "What is the most decorative and attractive member of the vegetable kingdom?" Preferences included violets, daisies, lilies, forget-me-nots, roses, and carnations. Then to change the current of thought, I put the question in this form: "The most beautiful must be the one that the owner of a handsome estate; or that a lover of country walks or country drives would be least willing to dispense with." Then the answers (some not carefully considered, and eliciting laughter) ranged thru geraniums, century plants, ivy, apple trees, maples, elms. Yet when I questioned them, each admitted that it would be possible to have outdoor beauty without the one that he had chosen. There could be a beautiful estate without a geranium, or a century plant. Any special kind or even all that had been mentioned might be omitted.

Think for a moment, you grown up lover of nature and of suburban life,—what is the most decorative, most indispensably decorative plant?

Isn't it the grass? The young folks were pleasingly surprised at the suggestion, and wondered why they hadn't thought of it, for they unanimously agreed that the grass is beautiful, not only when in flower, but in leaf. Yet why wasn't it the first to come into their minds, and into yours also, when questioned about the most decorative plant?

Ruskin has written a magnificent eulogy of grass. Here is a quotation from what he says:

"The Greeks delighted in grass for its usefulness; the medieval, as also we moderns, for its color and beauty. But both dwell on it as the *first* element of the lovely landscape. . . . Gather a single blade of grass, and examine for a minute, quietly, its narrow sword-shaped strip of fluted green. Nothing, as it seems there, of notable goodness or beauty. . . . And yet think of it well, and judge whether of all the gorgeous flowers that beam in summer air, and of all strong and goodly trees, pleasant to the eyes and good for food,—stately palm and pine, strong ash and oak, scented citron, burdened vine,—there be any by man so deeply loved, by God so highly graced, as that narrow point of fluted green."

(Read the whole of his loving eulogy of grass. "Modern Painters," Volume III. Part IV, chapter XIV, sections 51 and 52.)

A Saturday Night Thought.

Multitudes of men and women about us have outlived their hopes. One such wrote to an old college classmate thus: "All my earlier visions of success have vanished, but I go forward with as much patience, courage, and fidelity as I can muster day by day." That epitomizes the working philosophy of many a man whose dreams of success and fame long ago faded away. And yet one finds such men at their desks and counters, still doing faithfully the day's tasks, supporting their families, keeping themselves unspotted from the world, lending a hand from time to time. Nevertheless, they belong to the great company of the disappointed. Their friends know it and they themselves are only too painfully aware of the fact thru all their working moments. One cannot help admiring these clean, useful, able, but disappointed men, who nevertheless have not given up the fight and who will stick it out to the end. And what can one say to hearten them? That their condition is parallel in that of at least two out of three of their fellowmen? That does not make the loss of hopes any easier to bear. That success and fame are not worth striving for? But they are. Rather let us say that there is something far better than the exact fulfilment of boyhood hopes and expectations—even brave acceptance of one's self and one's lot, resolute acquiescence in the will of God for one. You may lose your hopes, but save your life. You may realize your hopes, but lose your life. And there is such a thing as the rebirth of hope. After years of disappointment and disillusionment there may come to the pure and docile soul fresh visions of life's real value, some insight into the meaning of loss and pain, some foretaste of better things in store on earth and in heaven. More subdued, less exuberant, are these later hopes that spring up in the breast than the eager expectations of one's younger manhood. But they carry with them infinite suggestions and their fulfilment rests upon the sure purpose of Almighty God.

First Sailed Around Britain.

By HUBERT M. SKINNER.

Who was the real founder of the British navy? Since the fleets of Britain far surpass those of any other nation, and are the main support of her vast empire, it is interesting to go back in history to the founder of the British naval power, and to note the circumstances of its beginning.

Of course, the boy or girl who has read the children's histories of England will say that this Founder was Alfred the Great, who lived a trifle more than a thousand years ago. The veneration in which that most worthy monarch is held has led people to ascribe him the origination of the British navy, of Oxford University, of English literature and of much beside. But the sea power of the great island began several centuries before the time of the king who permitted the cakes to burn. A less worthy man, doubtless, yet a most remarkable man it was, who must be credited with the inception of Britain's naval career. Carausius was his name, and he lived in the time of the Emperor Maximiam—that is to say, two and a half centuries after the birth of Christ. Those who have taken the Christian era as the point of division between ancient and modern history must therefore class these men among the moderns, though under the commonly received divisions they belong to the ancients.

The ancient Britons, strange to say, were not seagoers. Though they had traded with the Phoenicians before even Rome was founded, they had made no use of their opportunity to copy the Phoenician ships or to learn navigation. The boat of the ancient Briton was but a "coracle," a large basket covered with the skin of an ox or of a horse. In this the Briton squatted and fished, drawing himself forward through the water by means of a board paddle, which he pulled toward him. Britain made her defense against the Romans by fierce warfare on the land. She took great pride in her grand array of war chariots, her marvelously trained war horses, and her brave soldiers with their swords and spears of bronze. As for the ocean, she did not dream of utilizing it for scenes of warfare, or even for routes of transportation. The legendary tales of very ancient conquests of portions of the mainland of Europe by the Britons are doubtless mythical.

About half a century after the birth of Christ the Romans began in earnest to effect the subjugation of Britain, which had been the dream of Julius Caesar nearly a century earlier. At the every height of the Roman power and splendor the island became a very important part of the empire. For a time, indeed, it seemed to be the center of power; for in the year 119 the emperor Hadrian went to reside there and orders governing his vast dominions were issued from his insular home. Strangely enough, it was not London that thus became, in effect, the capital of the world, but the old city of York, far to the north. In that quaint old city to-day there are many things to remind one of the proud era when it was the center of command for the Roman empire. Again, in 208, the Emperor Severus made York an imperial center; for thither he went with his two sons, Gaeta and Caracalla, and with a vast army for the suppression of disorder.

Hadrian and Severus both built walls across the island, in order to defend their borders from the fierce tribes of the north. Hadrian's wall was made of earth and timbers, and extended from the Tyne river to the Eden. The wall of Severus was constructed of stone and ran from the Tyne to the Solway, about sixty-eight miles. It was 12 feet high and 8 feet thick. This was, of course, the work of years. But Severus lost 50,000 in his war against the people of the north, a felt that such a rampart was absolutely nec to the security of the Roman possessions. Severus died the imperial power was divided be his two sons as a means of preventing civil Soon afterwards the brothers returned to Gaeta was slain by Caracalla, who while in had once conspired against their father's life, fraticide, the would-be parricide, the mons ambition, now reigned alone, and the empire to decline.

About the middle of the century Carausiu born. He may have been of British blood, indeed, ancient legend treats of him as a n though in fact he was born on the east side North Sea, if the historians are correct. His is connected only with Britain, and to all and purposes he was a native. He was "a of low birth." Among the proud families c island he had no part. Contempt and buff were doubtless his portion from childhood. the Roman commander, who cared only for br and ability, there was but little to cause h love the land of Britain or its people.

Why is it that the fires of patriotism are so found burning most brightly in the bosoms of who have the smallest share in their country's and honors? Why is it that even slaves, as remarks, are often moved to labor and suff the welfare and pride of their land? Strange may seem, a nation often profits by the effo those who owe it least.

Carausius learned from Rome the lesson Rome learned from Carthage. The Britons cultivate the sea. No longer must they ho order at home or dream of ultimate indepen unless they should have a highway upon the w

The defiles which led through the dense f and the fens of Britain could not be dep upon for prompt and effective military mover An approaching fleet must be seen by scouts the water long before it could be discerned the headlands of the coast, if its forces were met successfully.

The naval spirit of Britain awoke in the l of this poor, ignoble wretch, born of the sc society. He is thought to have been about t six years of age when, as he believed, an o tunity came to him. He had been much wit sailors in his military service. He had be acquainted with ships and with naval war had made acquaintances among those who serve his purpose. He had given evidence of ability and bravery. He now went to Ror secure a command.

According to ancient British legend, which plements the historical account we have of hi represented there that the British coasts menaced from without; that the British kin rulers, either could not or would not punish that if he were given a naval command he bring directly to Rome all such invaders for punishment as the empire might choose to i Some sort of a commission was given to Cara and he returned to Britain. There he unfol daring plan, which attracted the lovers of adve everywhere. He planned to sail entirely a the vast island—for island it was assumed t though no man had ever been around it.

The proposition had much of the fascin and also much of the apprehension, of the ex tion of Columbus, twelve centuries later. might not such a voyage reveal? Was there an end to the land in the north, or did it st on without limit? Journeys to the north rev changes in the positions of the stars, strange tions in the time of day and night, differen

the types of animals and plants, an ever increasing degree of cold. It was an unknown world into which they were to go. But Carausius held out to his followers promises of plunder and of license beyond their dreams. And still outwardly appearing loyal to the Romans he gathered together adventurous men enough to make up a large company.

The company sailed gayly up the North Sea, past the familiar coasts, and into the unknown regions. They descended upon the northern shores, and ravaged them. They visited the islands and coast towns of Caledonia, plundering and destroying wherever they went. All that was worth carrying away, they took as booty. They were practically pirates. But they were inured to war, and lived in the days when might made right. And perhaps they did no more than the northern tribes had long been doing to the people of South Britain, whenever opportunity offered.

Carausius must have found the government of his crew as difficult a task as its organization in the first place. Yet he was able to maintain his authority over his wild followers. On his return to the south, when he had completed his marvelous voyage, he boldly proposed to the Britons that he should be their king, and that they should drive out from the entire island every vestige of Roman power.

The slumbering spirit of discontent arose among the Britons, and they received the base born Carausius as their sovereign.

When the Emperor Maximiam learned of this, he at once set a price on the head of the bold navigator, and planned the re-conquest of the island. But the British were able to defend themselves with spirit, and the emperor had his hands full of other matters of great moment. After a time, Carausius actually succeeded in securing from him a recognition of British independence.

For about seven years, according to veritable history this sailor king reigned in Britain. At the end of this time he was treacherously slain by his chief officer, Allectus by name, in whom he had placed the greatest confidence. Three years later, this traitor was overthrown by the Roman general Constantius, and Britain again became an important part of the empire. From the old city of York, Constantine, the son of Constantius, went forth later to become the great ruler, the builder of Constantinople, the first of the Christian emperors.

While the story of King Carausius, the earliest British naval hero, does not appear in the histories of England now in vogue, we are likely to read of him in the future; for the histories which practically omit the period of early Britain are going out of fashion, and the committee of Seven have voiced a growing demand for books which shall give to the ancient British race a share of attention commensurate with its importance as one of the principal stocks from which the British of to-day are descended.

Although we have so few of the details of the life of Carausius that we are scarcely able to judge of his aims or his motives, we may still remember him as the leader of a great naval expedition and the founder of the sea power of the British Isles.

THE SCHOOL JOURNAL

WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

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Australian Education.

The educational systems thruout Australia and in New Zealand, according to a correspondent to a London daily paper, may be described as Free, Secular, and Compulsory. In only unimportant ways are there any divergences from this rule.

To the average non-Catholic Australian—one born in Australia of Australian parents, and educated and brought up there—the fierce battle that rages round the Education Bill is quite incomprehensible. He can understand a body fighting for its rights and its freedom, but the linking of religion and education is a thing foreign to his experience, and he is at a loss to find justification for the title of a Bill which, while concerned with the teaching of religion, leads one to believe that its object is to do with the instruction of youth in the every-day sciences.

In the early days the religious bodies in Australia were the first to build schools and provide teachers. But there was a large proportion of the Colonists who objected to denominationalism—chiefly those whose religion received no subsidy from the State—and, consequently, a non-sectarian system arose which has now practically monopolized the field of education.

The experience of each of the States has run along fairly parallel lines, and the case of the Foundation State—New South Wales—may be taken as typical. There were four State-aided denominations—the Church of England, Roman Catholic, Presbyterian, and Wesleyan—and these had schools supported by the public funds and administered by the heads of the respective religious bodies. In addition to these were National schools, also supported by the State, but administered by a board appointed by the Government. It was found that the dual system resulted in much overlapping, and, after considerable agitation, all the subsidies were withdrawn, and Sir Henry Parkes, in 1880, established the present system of free, compulsory, and secular education.

Victoria, in 1872, adopted the free, secular, and compulsory system. The teaching of religion is strictly prohibited during school hours, and at no time must a State teacher give religious instruction. In Queensland, State education became secular and free in 1875, and in 1878 in South Australia, where religious instruction is allowed out of school hours. Under the Elementary Education Act of 1871 in Western Australia primary education is imparted in State schools, and in 1893 an Amendment Act afforded facilities for special religious teaching, half an hour per day being alloted to clergymen for the instruction of children of the same denomination. Tasmania and New Zealand possess similar systems.

Secondary education in Australia and New Zealand is largely provided by private schools and colleges, many of these being of a high-class standard. In New South Wales there are, in round numbers, 900 private schools, of which about 360 are Roman Catholic, 70 connected with other denominations, and the remainder undenominational. Of the scholars enrolled, 70 per cent. attend Roman Catholic schools.

It is the same with the universities. The University of Sydney has three denominational colleges; but quite the major portion of the students are non-residents, and pursue their courses without any religious instruction whatever. Melbourne University has three denominational affiliated colleges. Adelaide and Hobart have as yet no college, and the students of the New Zealand University—an examining body merely—keep their terms at three undenominational colleges.

Methods in Teaching Current Events

By G. F. Morgan, Mountain View, Calif.

Current events are history in the process of formation. Since the well-educated man should be as familiar with the history of the present generation as of the past, it follows that a study of current events is both desirable and necessary as a feature of the school's curriculum.

This fact was realized very forcibly by the writer not long ago, when he was asked by a man of some education, whether the Merrimac which Hobson sank was the same as that which battled with the Monitor in 1862! This man's life-time had extended over both those events, yet he was disposed to argue that the two vessels were identical.

The most surprising ignorance is often found even among High School pupils concerning the events of the Spanish-American war, showing that the various campaigns and battles were never laid clearly before them at the time they occurred, while the pupils themselves were attending the grammar schools. Those whose memories stretch back to the sixties are proud to tell of the time when they saw Lee march south after Gettsyburg, or to relate the circumstances under which they heard of the surrender of Appomattox.

An Englishman once told the writer that it was always a source of gratification to him to have seen the troops come home after the Crimea. Such personal impressions as we receive at these moments are lasting in their effects, and are always recalled with pleasure.

These instances and examples might be multiplied, but enough has been said to show the importance of a study of current events. Our next point, therefore is to indicate some ways in which this study may be conducted.

One of the simplest methods is that of the bulletin board. This should be a plain black-board of convenient size, placed in some conspicuous position in the school building. It is well to have it in some hall where talking is allowed, so that the children may discuss items of interest among themselves.

News may be posted on the bulletin board in a variety of ways. It may be handled by a teacher, who will record each day a terse statement of any event of importance, thus:

"Haakon VII. Crowned King of Norway."

It is not wise to record more than two events at any time, and usually one is sufficient. A notice such as the above should be written clearly in letters which may be seen across the room. At one side a place may be reserved for a portrait of King Haakon, which should not be hard to find in these days of strenuous illustrated journalism. Various pictures relating to the topic posted may be used in the same way.

We have advocated placing the announcements in the hands of a teacher because he is better able to select the really important events of the world. It will, however, create and sustain greater interest if the pupils be made contributors to the bulletin. In order to do this, let the children clip from the papers and magazines such things as interest them, and affix them to the board with thumb-tacks or stickers. Or, if too much rubbish be collected by this method, some of the older pupils may be appointed to act as monitors, and the news be supplied by them in the same way. But whatever method is pursued, care should be taken to have quality rather than quantity, and to change the announcements every day, so that there may always be something fresh to look for. Remember, also, that different pupils have different interests, and various clippings which to you are most interesting may go all unheeded by them.

Many teachers prefer, instead of using the bulletin board, to have a discussion of current events for their opening exercises, or immediately after the noon hour. In this case it is well to note the event on the black board, and then to direct the discussion along the line of the topic recorded. For example, after the disastrous earthquake and fire in San Francisco, when the board might have read:

"Terrific Earthquake in San Francisco, followed by Disastrous Fire. Three-fourths of the City Destroyed!"

The teacher may begin by stating or reading the topic, after which the pupils should be the narrators. Discourage any accounts which are grewsome in character, and dwell upon the heroism and deeds of bravery of individuals. Let the children see that there are heroes of peace as well as of war, and that a man need not fight in battle in order to prove his bravery.

In the illustration above, we have handled one special topic, because the importance of the occasion demands it. In the absence of any specific event of this nature, it is well to encourage each child to report upon some occurrence which has interested him. Let pictures, diagrams or maps be shown when possible, as object lessons help to fix things in the mind.

A third method of dealing with current events is by rebates, which may occupy the time-honored hour on Friday afternoons. It is a mistake, however, in grammar schools, to have the debating carried on by a few chosen speakers. It is far better to divide the whole room by some equable method, and let one side debate against the other. In this way every pupil has an opportunity, and if the question be a well-chosen one, the excitement will often run high. Allow each pupil to speak as many times as he has something to say, but always close the discussion before the last word is said, as the children will then be anxious for the next opportunity to express themselves.

Be careful to make the question simple enough, and see that the whole thing moves briskly. Children like to argue, and some of them will be willing to look up facts in order to prove their arguments. For this reason it is well for the school to take one or two journals whose business it is to record events which are of more than passing interest. *Our Times*, published by A. S. Barnes & Co., is one of the best of these. This journal latter should be taken in sufficient quantities to give a copy to every two or three children, since the news in it is specially adapted for their own reading. Copies should be kept on the reading table in the rear of the room, and the pupils given free access to them after their regular work is done. Sometimes it is well for the teacher to go over the magazine first and mark with colored pencil the paragraphs which are of special value. We all enjoy reading a paragraph which has been marked by someone else, and pupils will read items thus marked which would otherwise escape their attention.

To sum up, the following points should be kept in mind in teaching current events:

1. Give quality rather than quantity.
2. Let children do the reporting.
3. Supply variety as much as possible.
4. Illustrate with pictures as much as possible.
5. Do not be dismayed and discouraged to find that pupils know so little, but be thankful for the opportunity to help them to know more.

Mr. Saunders, a former teacher, told the British House of Lords Committee on Juvenile Smoking that he could detect smokers by their handwriting—that of boys who smoked being a loose, flabby kind. Hand writing, he said, was a cinematograph of the heart.

stand the final attitude of the people toward him?

61. Had Brutus justified the crime in his own mind?

62. Discuss the rhetorical features of Brutus' speech. In what ways does it discolse the characteristics of the man?

63. What was the result of Brutus' speech upon the mob?

64. Discuss Antony's speech showing:

(*a*) What his task was.
(*b*) How he appealed to the mob spirit.
(*c*) What qualities enabled him to feel with the people.
(*d*) The effect of his delicate but apparently unconscious irony.

Mark how Antony makes the word honor reflect upon Brutus.

65. What public benefits to Rome did Antony mention?

66. What was the Lupercal?

66a. Explain:

"O judgment, thou art fled to bruish beasts,
And men have lost their reason."

67. How does Shakespeare show the development of the mob spirit in the conversations of the Citizens as Antony pauses?

In the speeches of Brutus and Antony the moral man is trying to uphold the unpardonable crime; the man of loose morality to punish its perpetrators.

Mark how Antony works upon the feelings of the mob by the production of the will, and how his refusal to read it at first holds interest, increases it, and intensifies the feeling.

68. Give meaning of: commons, napkins, issue, o'ershot.

69. If the reading of the will would inflame the audience as Antony's words did; why then did he refuse to read it?

Mark the effect of Antony's coming nearer the people and lifting up the garment of Caesar.

Caesar was the greatest military hero of Rome, and his victory over the Nervii one of the most important exploits.

A very telling stroke on the part of Antony.

70. Are the adjectives used by Antony to describe the traitors descriptive of their characters?

71. Most unkindest—What form of the adjective? Used commonly in Shakespeare's time.

72. Mark the turn from Caesar's vesture to the body and its effect.

Again note the feelings aroused by the words of the citizens. Then the quiet voice of Antony. See how his contradictions in the lines beginning "They're wise and honorable, and will no doubt etc.," further incense the mob.

73. Why does not Antony answer the charge of ambition?

74. Snider says, "Caesar's ambition was Caesar's greatness."

Discuss:

Note the climax of feeling and tone.

"But were I Brutus
And Brutus Antony, there were an Antony
Would ruffle up your spirits, and put a tongue
In every wound of Caesar, that should move
The stones of Rome to rise and mutiny."

75. What was the substance of Caesar's will as related to the citizens?

Note the quiet satisfaction of Antony.

The two scenes with Antony in which the servant speaks regarding Octavius hinges this act to the next.

76. In the last scene who was Cinna? Who was he supposed to be?

Note how the mob grasps at anything or any son suggestive of the conspriators.

Cinna was killed for his bad verses, becaus name was the same as that of Cinna the conspir

The play then advances some nineteen mo to the formation of the Triumvirate and its triumph afterwards over Brutus and Cassius or fields of Philippi.

It is the character of Caesar's spirit triumpl If no other part of the last two acts is studi would be well to include the quarrel scene (Scene Act IV) between Brutus and Cassius. It is the *clash* of these opposites and brings out more more the inconsistency of Brutus and the poli acumen of Cassius.

77. Which is the greatest character in this p Sustain your view.

78. Had Caesar reached the limit of his powe

79. Why would not the people see him crow

80. Is Caesar living more powerful than C dead?

81. Quote to show something of Caesar a individual.

82. Compare the historical and the Shakespe Caesar.

83. What are some of his most prominent powerful political characteristics?

84. Name some of the actors who have most cessfully played Caesar. Antony. Brutus.

85. What do you think of the character of Br

86. What can you say of its moral beauty?

87. Was Brutus a politician? Why?

88. Why is the word honor used so often i scribing Brutus and in speaking of him?

89. Why do you think he was an honorable

90. Did you ever know a man who had morals standards, yet sometimes did wrong?

91. Why could Cassius overpower Brutu argument?

92. Why, nevertheless does Brutus usually rule Cassius in the means of accomplishment?

93. For what does Cassius stand?

94. Quote to show in what ways Caesar r nizes the power of Cassius?

95. Did Cassius have any secret wrongs ag Caesar to redress? If so, what were they?

96. Have we any statesmen like Cassius a present time? Discuss.

97. Is Cassius' character exemplary aside his politics? Why?

98. What do you think are the characterist Antony? What induces this decision?

99. How many of the characters commit su Name them.

100. By what philosophy do they justify course?

101. What is symbolism?

Distinguish between symbolism and alle

102. What is the symbolism of this play?

103. Attention should be called to the irony play. Shakespeare's writings are rich in figu language and this is no exception:

(*a*) Seek out some quotations the speaker intended to be ironical.

(*b*) Show by quotations that B was sometimes unconsc ironical.

May every soul that touches thine,
Be it the slightest contact, get therefrom some
Some little grace, one kindly thought,
One aspiration yet unfelt; one bit of courage
For the darkening sky, one gleam of faith
To brave the thickening ills of life,
One glimpse of brighter sky beyond the gathering
To make this life worth while,
And heaven a surer heritage.—*Selected.*

of a stranger who is said to be broad-minded. And on the other hand, what a character you summon up to fit the word "narrow-minded." Which are you? You must measure their present thought-radius, then put yourself to it.

Half life's ills (gossip, laziness, envy, arguing, fault-finding, etc., would vanish if men were thinkers. Train them to it.

(1) Cultivate an acquaintance with each one's mental scope. It takes time, but it saves time.

(2) Let the mother-spirit guide you. That is the gift that makes women natural teachers.

(3) Bear in mind that your real aim is to make them speak and write good English in daily life. If his graduating grammar grade is 99 per cent. plus, and he still speaks incorrectly; if her rhetoric standing is 100 per cent., and she still writes careless, incorrect letters, what is gained? And what is lost?

(*f*) Treasure the child's individuality.

Seek for it, cultivate it, guard it. Therein lies all his talent. Every one has some natural bent of thought; he will be at his best in expressing that. Help him.

Then too, you must strengthen his weak points by arousing his pride in his strong points.

Encourage him to write out just what he thinks. Perchance his natural way is superior to his more labored efforts.

Essay Outlines.

Genius.

INTRODUCTION.—Man's knowledge infinitesimal compared with the unknown—the savage's knowledge most limited—only by slow stages does man pierce the veil of ignorance enshrouding him—revelation but a slow and intermittent process—it is the divine inspiration of genius that gives light to the world—mankind progresses in proportion to the number and versatility of its men of genius—unfortunately, very few in comparison with the rest of humanity.

BODY.—(1) The democratic idea of equality not borne out by equality in mental endowments—for genius is defined as exceptional natural talent or extraordinary ability and powers of intellect—there are many men and women of ability but few of genius.

(2) Genius manifests itself in various forms—it furnishes us with the best of our literature, music, paintings, sculpture, our noblest works of art, our knowledge of the various branches of science—and it indicates how to apply that knowledge to practical purposes—thus genius may approach either perfection in design, invention, or other creative work, or perfection in execution and practice.

(3) It is through the brains of genius that the Creator appears to reveal knowledge to mankind—it is His mode of rewarding man's efforts to extend His sphere of thought and action—all pioneers in the world of knowledge seem inspired from heaven to do their work.

(4) Military genius perhaps most in the world's eye, meets with most admiration—but genius in the arts of peace more permanent and worthy of laudation.

(5) Useful to remember that brilliant intellectual gifts usually accompanied and perfected by perseverance and unflagging industry—genius and industry, then, are inseparable.

(6) Examine and analyse the characteristic genius of certain world-famed thinkers, *e. g.*, Homer, Shakespeare, Racine, Newton, Goethe, etc.

CONCLUSION.—How deeply are we indebted to the geniuses of the past—men of genius have done most to make life what it is, full of intellectual and esthetic enjoyments that in degree and permanence far surpass mere pleasures of sense—civiliz then, is largely the fruit of genius—our book kn edge, our industries, and our more refined forn pleasure all bear eloquent testimony to the pra genius of man—yet still unknown worlds of kn edge remain unexplored and unconquered—s what painful to reflect that no sooner has a penetrated far into the unknown than it is s into oblivion and the upward struggle recomme

Heroism

INTRODUCTION.—Every race, savage or ized, has its heroes and heroines—men and wo who have risked and, perhaps, sacrificed their to benefit others—poets of old have sung o great deeds of heroes real or mythical—Her Achilles, Æneas, Ulysses—minstrels and bards to sing of the knights of chivalry—so, too, eve poets of our day—all people admire the qualit the hero—hero-worship is and always will be versal among mankind.

BODY.—(1) Heroism takes different forms, is prompted by a number of motives and per qualities—sympathy, indomitable courage, sacrifice.

(2) The nation possessing these in the hi degree dominates the world—the pages of his rich with the spoils of time, record the triump heroic races.

(3) Customary to apply the term to one sp act—*e. g.*, that of Grace Darling, or the beha of troops at wreck of the Birkenhead, or the fig Thermopylæ—compare ancient victor's crown, ern V.C., and D.S.O. medals for soldiers and R medals for civilians.

(4) But a *life* of heroism more worthy of adı tion and emulation than a *single act*—compar life of the pioneer, the missionary, or the perse in the cause of religion, of science and progress.

(5) The true hero is he who triumphs ove fear of poverty, of mental or physical sufferin calumny, of sickness, of isolation, and death.

(6) Something divine in the hero; his qua are God-like.

CONCLUSION.—Impossible for everyone to hero in the eyes of the world—few possess a bination of heroic qualities in a high degree, few have the opportunity of displaying noble q ties before the world—but between man and Creator there is ample opportunity for everyo prove a hero in the strife—true heroism consis fighting for the right—a manly fight against difficulties of life is the best lesson heroes teach the honored great may appear on a pinnacle a us, but there is no shame in striving to leave names inscribed upon the longer roll of the un ored dead—heroes whose epics have never sung.

War.

INTRODUCTION.—Love of fighting a natura stinct in all animals—a law of creation, the st prey upon the weak—the weakest go to the w due to pride in one's superior strength or cou or skill—man no exception to the rule—savage strive one against the other for the mastery—civi races actuated by different motives leading to result—viz., war.

BODY.—(1) History of civilized races shows to be inevitable—prompted by various motives

(2) Religious wars: Thirty years' war in Eu universal and persistent persecution of Jews; S in the Netherlands (16th century).

(3) Wars of personal ambition: Hundred y war; Napoleonic war.

(4) Wars of conquest: Wars of Romans; war Scotland; Spain in America.

(5) War for political independence often in o sition to (4) Scottish war of independence; D

principles of wide application, and have less detail and fewer special cases, *i. e.*, should teach fewer things well, and make the work less scattering. If the subject-matter is not reduced, we should have more time in which to treat it. This should be accomplished by requiring a descriptive course in advance of the present course, or by extending the work done into the grades.

We should lay far greater stress on the observation and study of phenomena as such, and pay very much less attention to the numerical relations between portions of phenomena. This means less emphasis on the mathematical and abstract side, less quantitative work in the laboratory, more demonstration work, more class work, questioning, and quizz. Some do not agree with this position; they claim that we need more accurate quantitative work, better preparation in the elementary mathematics, better apparatus, and larger equipment. Conditions would be much improved if there was a text that had less subject-matter that was inspiring and full of life and human sympathy; that was perfectly clear, that presented the subject as a consecutive or unified argument, and showed how one principle is related to others. In like manner, the manual should not make automatons of the student, and every experiment should exhibit "something doing," *i. e.*, be active and dynamic rather than static.

In the laboratory work there should be more supervision, the experiments should follow the class work, and every experiment should have a definite and clearly stated end in view.

It is also suggested that there are too many examinations, that the amount of work required in physics should be commensurate with that required in other subjects, that there should be a reward for concrete knowledge for those who are destitute of ability as abstract thinkers, and that physics should be required of all students with credit varying from ½ to 1½ units.

Others suggest that the essential thing is better-prepared teachers, *i. e.*, from the teaching point of view. The teachers should, in addition, have common-sense, tact, greater interest in the work, and be enthusiastic, inspiring, sympathetic, and natural. Other requirements of the teacher are that he be a trained physicist, that he have a comprehensive view of the subject, that he know more than there is in the text, that he keep informed of what is doing in the world by reading current scientific literature, and that he plan his work more carefully. He should take more personal interest in the students, should be able to gain the confidence of the pupils and arouse their interest, and should not be teaching merely because he has to do so. He must also have imagination and try to understand the pupil's point of view, and he must do all this for $65 a month. Hence some suggest the need of better salaries for the teacher, less work for him, and a recognition of the fact that laboratory work and lecture demonstration work require vastly more preparation than ordinary class work. Others suggest that the teacher should be free to make up his own list of experiments, so that he could adapt the work to local conditions, and therefore he should pay no attention to college-entrance requirements, but rather should strive to meet the needs of the pupils who do not go to college. He should be required to take charge of small laboratory sections only, should make the work attractive thru variety, and have it carefully graded. He should also be a member of some science teachers' association and take active part in its work.

Finally, and by far the most important, is the question of the method of presentation. That this should be accommodated to the mental states of children of fourteen to fifteen, is suggested, and will doubtless be agreed to by all. We should always begin with physics in the service of humanity, developing the concepts used from the everyday experiences, making it less abstract and more human; we chill the student's enthusiasm at the start by confronting him at once by a (to him) strange set of problems and concepts couched in a strange terminology. The student craves at that age the explanations that can be given only in the light of the greatest generalizations of science; yet these explanations must be applied to his immediate activities. Hence we should cling closely to the largest principles, and let him come to comprehend gradually their meaning and scope by constant application to his own experiences and problems. We should introduce vastly more historical and biographical matter, and should show the close bearing of science on the world's progress. We should lay greater emphasis on the method of thought used in scientific work. and less on the experimentation. We should give a careful presentation of each subject before any study of it is required, and give the demonstration experiments before the quantitative work is attacked. We must also cut out all college physics, get a better order of topics, coördinate the subject with the other subjects in the curriculum, and strive for clearer expression of the ideas and concepts.

If you are losing appetite, lying awake nights, take Hood's Sarsaparilla—it's just the tonic you need.

*Teaching Pupils to do Original Work in Geometry.

By EUGENE R. SMITH.

In undertaking such a subject as this, I realize that there can be no hard and fast rules which are universal in their application. Each pupil requires somewhat different treatment, and each teacher must use methods adapted to his own personality, and to the characteristics of his pupils. It does seem, however, as if there were certain fundamentals which underlie all methods of geometrical teaching, and to open a way to a definite discussion of these is the purpose of this paper.

The methods used in original work must, of course, depend upon, and be modified by, the reasons which make such work necessary. It seems to me that there are two principal reasons: the necessity of training the logical faculties, and the necessity of awakening and sustaining the interest of the class.

The first needs little comment; it is likely that we all would agree that without logical processes of reasoning, the race would make little progress. Whatever tends to improve the logical faculties, in however small a degree, tends just so far toward the advancement of the human race, and the widening of its horizon. Many of the subjects in our schools give little, if any, help along these lines. This statement I might find disputed by the teachers of other branches, for each teacher believes that his subject has in it something which tends toward improved reasoning. This may be so, but this much, at least, is certain: in most of the high-school branches the faculty which is given the most practice, and which can therefore be expected to make the most development, is memory. This is so from the very nature of the subjects. Where, then, can a pupil learn independence of thinking, and logical processes of reasoning? Most certainly in the mathematics, and especially in the plane geometry, for here the pupil is first brought into touch with geometrical methods of reasoning, than which there is no more valuable and fascinating training for the logical powers.

As to the question of interest, all teachers must acknowledge that interest on the part of the class is a prime requisite for successful work. Geometry, taught as a collection of proofs and facts, with no element of contest, is indeed dry bones: the same subject attacked as a series of problems, more or less intricate, but always with the fascination which attends something to be conquered, is revivified, and the teacher and the class both feel the joy of strife and conquest.

The propositions themselves are some of the most interesting and instructive originals to be found. There is no fixed line between propositions and the exercises commonly known as originals, for no two books agree as to which ones are necessary as propositions. Any list of propositions is based on the opinion of some man or men as to the geometric questions most important, either in the facts proven, or in their usefulness in deriving new facts. Their importance, so far from taking away from the advisability of working them out as originals, adds to it, for that which one discovers is more thoroly understood than it could be if derived from some other source.

Granting, then, that a teacher intends to develop, whether in whole, or in part, plane geometry as an original study, what are the requisites for good work? I shall take them up under three heads: (1) Preparation and attitude of the teacher, (2) General training of the class, (3) Attack of specific propositions.

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*Part of a paper read before the Association of Teachers of Mathematics of the Middle States and Maryland.

by some exceedingly ridiculous case, for example, the converse can be shown by some such absurdity as the following: "A cow has a head, therefore, because you have a head, you are a cow." The class will laugh, but it will remember. The way is then open for a discussion as to the conditions under which the converse is true, and it is very easy to show by means of contraposite reasoning, that if statements which cover all possibilities are true, their converses are true.

Another important kind of original work can be obtained by assigning a subject for investigation, rather than giving the correct results of the investigation, and asking the class to verify them. For example, on taking up angles formed by lines meeting a circumference, it is interesting to discuss first what kinds of lines can meet a circumference; second, under what different conditions these lines might intersect each other, and last, what each angle formed under the conditions might reduce to, in terms of central angles. A very comprehensive view of this part of the subject can be obtained in this way, and the knowledge will be broader than that given by any text-book, for the supplements of the angles usually considered would be investigated also, and the results would be carefully generalized. It will be found that such work aroused a great deal of interest in the class. Again, it is sometimes wise to ask a class to find out what the square on the side opposite the obtuse angle in an obtuse-angled triangle equals, rather than to tell them the formula to be obtained.

Ethics of the Laboratory.

By C. GROSSMAYER, Denver, Colorado.

A knowledge of chemistry is not the only lesson to be learned in the laboratory. I know of no other part of the high school or college course that develops in so great a degree certain valuable qualities and habits. Cleanliness, accuracy, self-reliance, and consideration for the rights of others may be called the cardinal virtues of the laboratory.

The observant student learns soon after his initiation into the mysteries of the laboratory—or perhaps only after a few failures—that much of his work has been unsuccessful because he has not kept things clean. Everything about his desk and his locker must be spotless and always in order. This, by the way, is a fine opportunity for the boy that has never had to do anything for himself.

The student next learns that absolute accuracy is the royal road to success. His notes must be carefully taken and later must be as carefully extended, with special attention to systematic arrangement. (The instructor will do well to advise his students to copy all notes intended for laboratory use with India ink, because that is not affected by acids.) Directions must be followed exactly—at least until the student has had experience sufficient to justify his making original experiments.

No slovenly, half-way work must be offered or accepted. The student must never be satisfied to have his work "almost" right. He must be constantly reminded that for the chemist there is but one standard—absolute certainty. The expert whose services have been engaged in a case of poisoning does not testify that he "thinks" he found arsenic in the stomach. The assayer does not report to the prospective purchaser of a mine that he found "about" fifty dollars in gold and "about" twenty dollars in silver to the ton.

When the student presents some of his work, and especially when he has encountered a difficulty, he ought to be able to state clearly and exactly what he has done, and what has happened. Herein lies valuable discipline, for when the student knows that he is expected to thus state his case, he has an additional incentive to give his entire attention to his work, and to have a reason for everything he does. He is also less likely to contract the habit of asking for help when he might have helped himself. Under a wise instructor he learns to think independently and to stand by the judgments he forms.

Great is the temptation, but greater still the victory, when a student refrains from making unreasonably frequent demands upon both teacher and fellow students for help.

A general spirit of helpfulness adds much to the pleasure of laboratory work. It is true, too, that a student may himself gain much while helping another with his work. But it must be understood that every student's time is sacred to him. To secure him in this privilege, there are certain rules that admit of no exception. It would seem almost unnecessary to say that there is no room in the laboratory for the practical joker. The individual who thinks it funny to throw water about, to blow out the gas, to make uninvited additions to other students' work, and to indulge in childish tricks, generally needs to be quietly requested to bestow his presence elsewhere.

No loud conversation or other noise must be tolerated. No student must be permitted to disturb another who is busy. An hour's work may be lost because of a question or request coming at the wrong time and interrupting the train of thought. For this and for other reasons equally important, the borrowing of material and apparatus, and especially of note-books, is prohibited. All note-books should be at hand and ready for inspection at all times, in order that the instructor may assure himself that each student is using his own book. Students must always lock up their material and apparatus before leaving the laboratory.

Many opportunities will present themselves to impress upon the students, without "preaching," that the qualities and habits so valuable here, are the same that mark the right-minded, law-abiding citizen in the larger community in which they will soon be striving for position and honor.

Experiments in Physics.

52. Wire Moving Thru a Magnetic Field.

With long connecting wires join a coil of ten turns of wire, making a ring three inches in diameter, with the binding posts of an astatic galvanometer. Move the coil to a position in front of a strong magnet. Account for the effect upon the galvanometer. Draw the coil suddenly away from the magnet and account for the result as before.

53. Study of a Dynamo.

Connect a small dynamo with a galvanometer of five turns and cause the armature to revolve with slowly increasing speed. Account for the effect upon the galvanometer, including constancy of direction. Repeat with a uniform moderate rotation and account for the small initial effect and its gradual building up or increase.

54. Electroplating.

Attach a large clean wire nail to one terminal of a battery of three cells in series and a strip of copper [*see* Experiment 40] to the other terminal. Plunge both nail and copper strip into a solution of copper sulphate for a few moments and note the result. Reverse the positions of nail and strip and repeat. Which arrangement is best? Upon which terminal (anode or cathode) is metal deposited?

After the nail has been well coated, let it dry and then polish it by gentle rubbing with a dusty blackboard eraser. The copper plated nail may be nickel plated by attaching it to a suitable electrode in a solution of ammonium-nickel sulphate.

Famous Latin Hymns and Poems

Jesu Dulcis Memoria.

This is perhaps the sweetest and most evangelical hymn of the Middle Ages. It is eminently characteristic of the growing piety and "subjective loveliness" of St. Bernard.

Jesu dulcis memoria,
Dans vera cordi gaudia:
Sed super mel et omnia
Ejus dulcis praesentia.

Nil canitur suavius,
Nil auditur jucundius,
Nil cogitatur dulcius,
Quam Jesus Dei Filius.

Jesus, spes poenitentibus,
Quam pius es petentibus,
Quam bonus te quaerentibus!
Sed quid invenientibus!

Jesu, dulcedo cordium!
Fons veri, lumen mentium,
Excedens omne gaudium,
Et omne desiderium.

Nec lingua valet dicere,
Nec littera exprimere:
Expertus potest credere,
Quid sit Jesum diligere.

Jesum quaeram in lectulo,
Clauso cordis cubiculo:
Privatim et in publico
Quaeram amore sedulo.

Cum Maria diluculo
Jesum quaeram in tumulo,
Clamore cordis querulo,
Mente quaeram, non oculo.

Tumbam perfundam fletibus
Locum replens gemitibus:
Jesu provolvar pedibus,
Strictis haerens amplexibus.

Jesu, rex admirabilis,
Et triumphator nobilis,
Dulcedo ineffabilis,
Totus desirabilis.

Mane nobiscum, Domine,
Et nos illustra lumine,
Pulsa mentis caligine,
Mundum replens dulcedine.

Quando cor nostrum visitas,
Tunc lucet ei veritas,
Mundi vilescit vanitas,
Et intus fervet charitas.

Amor Jesu dulcissimus
Et vere suavissimus,
Plus millies gratissimus,
Quam dicere sufficimus.

Hoc probat ejus passio,
Hoc sanguinis effusio,
Per quam nobis redemptio
Datur, et Dei visio.

Jesum omnes agnoscite,
Jesum ardenter quaerite,
Amorem ejus poscite;
Quaerendo inardescite.

Sic amantem diligite,
Amoris vicem reddite,
In hunc odorem currite,
Et vota votis reddite.

Jesus, auctor clementiae,
Totius spes laetitiae,
Dulcoris fons et gratiae,
Verae cordis deliciae.

Jesu mi bone, sentiam,
Amoris tui copiam,
Da mihi per praesentiam
Tuam videre gloriam.

Cum digne loqui nequeam
De te, tamen ne sileam:
Amor facit ut audeam,
Cum de te solum gaudeam.

Tua, Jesu, dilectio,
Grata mentis reflectio,
Replens sine fastidio,
Dans famen desiderio.

Qui te gustant esuriunt;
Qui bibunt, adhuc sitiunt:
Desiderare nesciunt
Nisi Jesum, quem diligunt.

Quem tuus amor ebriat,
Novit quid Jesus sapiat:
Quam felix est, quem satiat!
Non est ultra quod cupiat.

Jesu, decus angelicum,
In aure dulce canticum,
In ore mel, mirificum,
In corde nectar coelicum.

Desidero te millies,
Mi Jesu; quando venies?
Me laetum quando facies?
Me de te quando saties?

Amor tuuas continuus
Mihi languor assiduus,
Mihi fructus mellifluus
Est et vitae perpetuus.

Jesu summa benignitas,
Mira cordis jucunditas
Incomprehensa bonitas,
Qua me stringat charitas.

Bonum mihi diligere
Jesum, nil ultra quaerere,
Mihi prorsus deficere,
Ut illi queam vivere.

O Jesu mi dulcissimae,
Spes suspirantis animae,
Te quaerunt piae lacrymae,
Te clamor mentis intimae.

Quocunque loco fuero.
Mecum Jesum desidero;
Quam laetus, cum invenero!
Quam felix, cum tenuero!

Tunc amplexus, tunc oscula,
Quae vincunt mellis pocula,
Tunc felix Christi copula;
Sed in his parva morula.

Jam quod quaesivi, video:
Quod concupivi, teneo;
Amore Jesu langueo,
Et toto corde ardeo.

Jesus cum sic diligitur,
Hic amor non exstinguitur;
Non tepescit, nec moritur;
Plus crescit, et accenditur.

Hic amor ardet jugiter,
Dulcescit mirabiliter,
Sapit delectabiliter,
Delectat et feliciter.

Hic amor missus coelitus
Haeret mihi medullitus,
Mentem incendit penitus,
Hoc delectatur spiritus.

O beatum incendium,
Et ardens desiderium!
O dulce refrigerium,
Amare Dei Filium!

Jesu, flos matris virginis,
Amor nostrae dulcedinis,
Tibi laus, honor numinis
Regnum beatitudinis.

Veni, veni, rex optime,
Pater immensae gloriae,
Affulge menti clarius,
Jam exspectatus saepius.

Jesu, sole serenior,
Et balsamo suavior,
Omni dulcore dulcior,
Caeteris amabilior.

Cujus gustus sic afficit
Cujus odor sic reficit,
In quo mens mea deficit,
Solus amanti sufficit.

Tu mentis delectatio,
Amoris consummatio;
Tu mea gloriatio,
Jesu, mundi salvatio.

Mi delecte, revertere,
Consors paternae dexterae;
Hostem vicisti prospere,
Jam coeli regno fruere.

Sequar te quoquo ieris,
Mihi tolli non poteris,
Cum meum cor abstuleris,
Jesu laus nostri generis.

Coeli cives, occurrite,
Portas vestras attollite
Triumphatori dicite,
Ave, Jesu, rex inclyte.

Rex virtutum, rex gloriae,
Rex insignis victoriae,
Jesu largitor veniae,
Honor coelestis patriae.

Tu fons misericordiae,
Tu verae lumen patriae;
Pelle nubem tristitiae,
Dans nobis lucem gloriae.

Te coeli chorus praedicat,
Et tuas laudes replicat;
Jesus orbem laetificat,
Et nos Deo pacificat.

Jesus in pace imperat,
Quae omnem sensum superat:
Hanc mea mens desiderat,
Et ea frui properat.

Jesus ad Patrem rediit,
Coeleste regnum subiit;
Cor meum a me transiit
Post Jesum simul abiit.

Quem prosequamur laudibus,
Votis, hymnis, et precibus:
Ut nos donet coelestibus,
Secum perfrui sedibus. Amen.

A German Translation.

By COUNT ZINZENDORF.

Jesu! Deiner zu gedenken,
Kann dem Herezen Freude schenken;
Doch mit süssen Himmelstränken
Labt uns Deine Gegenwart!

Lieblicher hat nichts gesungen,
Holder ist noch nichts gesungen,
Sanfter nichts in's Herz gedrungen
Als mein Jesus, Gottes Sohn.

Tröstlich, wenn man reuig stehet;
Herzlich, wenn man vor Dir flehet;
Lieblich, wenn man zu Dir gehet;
Unaussprechlich, wenn Duda!

Du erquickst das Herz von innen,
Lebensquell und Licht der Sinnen!
Freude muss vor Dir zerrinnen;
Niemand sehnt sich g'nug nach Dir.

Schweigt, ihr ungeubten Zungen!
Welches Lied hat Ihn besungen?
Niemand weiss, als der's errungen,
Was die Liebe Christi sei.

Jesu, wunderbarer König,
Dem die Volker unterthanig,
Alles ist vor Dir zu wenig,
Du allein bist liebenswerth.

Wenn Du uns trittst vor's Gesichte,
Wird es in dem Herzen lichte,
Alles Eitle wird zunichte,
Und die Liebe glühet auf.

Ach, Du hast fur ūns gelitten,
Wolltest all Dein Blut ausschütten
Hast vom Tod uns losgestritten,
Und zur Gottesschau gebracht!

König, würdig aller Kränze,
Queel der Klarheit ohne Grenze,
Komm der Seele näher, glänze!
Komm, Du längst Erwarteter!

Dich erhöhn des Himmels Heere,
Dich besingen unsre Chöre:
Du bist unsre Macht und Ehre,
Du hast uns mitt Gott versöhnt!

Jesus herrscht in grossem Frieden;
Er bewahrt Sein Volk hienieden,
Dass es, von Ihm ungeschieden,
Fröhlich Ihn erwarten kann.

Himmelsbürger, kommt gezogen,
Oeffnet eurer Thore Bogen,
Sagt dem Sieger wohlgewogen:
"Holder König, sei gegrusst!"

Jesus, Den wir jetzt mit Loben
Und mit Psalmen hoch erhoben,
Jesus hat aus Gnaden droben
Friedenshütten uns bestellt!

English Translation.

Made by Rev. James Waddell Alexander, D.D., and first published in the Mercersburg *Review* for April, 1859.

VESPERS.

(Jesu dulcis memoria. Verse 1–4, Bened. ed.)

Jesu! the very thought of Thee
With sweetness fills my breast;
But sweeter far Thy face to see,
And in Thy presence rest.

Nor voice can sing, nor heart can frame,
Nor can the memory find,
A sweeter sound than Thy blest name,
O Saviour of mankind!

O hope of every contrite heart,
O joy of all the meek,
To those who fall, how kind Thou art!
How good to those who seek!

But what to those who find? ah! this
Nor tongue no pen can show:
The love of Jesus, what it is,
None but His lov'd ones know.

Jesu! our only joy be Thou,
As Thou our prize wilt be;
Jesu! be Thou our glory now,
And through eternity.

MATINS.

(Jesu, Rex admirabilis. Ver. 9 sqq.)

O Jesu! King most wonderful!
Thou Conquerer renown'd!
Thou Sweetness most ineffable!
In whom all joys are found!

When once Thou visitest the heart
Then truth begins to shine;
Then earthly vanities depart;
Then kindles love divine.

O Jesu! Light of all below!
Thou Fount of life and fire!
Surpassing all the joys we know,
All that we can desire:

Thee may our tongues forever bless;
Thee may we love alone;
And ever in our lives express
The image of Thine own.

LAUDS.

(Jesu, decus angelicum. Ver. 2 sqq.)

O Jesu! Thou the beauty art
Of angel worlds above;
Thy name is music to the heart
Enchanting it with love.

Celestial sweetness unalloy'd,
Who eat Thee hunger still;
Who drink of Thee still feel a void
Which nought but Thou can fill.

O my sweet Jesu! hear the sighs
Which unto Thee I send!
To Thee mine inmost spirit cries
My being's hope and end.

Stay with us, Lord, and with Thy light
Illume the soul's abyss;
Scatter the darkness of our night
And fill the world with bliss.

O Jesu! spotless Virgin flower!
Our life and joy! to Thee
Be praise, beatitude and power,
Through all eternity.

Notes of New Books.

IN THE DAYS OF SCOTT, by Tudor Jenks, reawakens our enthusiasm for that great and generous spirit whose life, so vital and full-blooded in its time seems hardly to have passed a century and a quarter ago. Mr. Jenks has succeeded in presenting his subject with peculiar potency by surrounding it with an atmosphere full of richness and detail, in which the stirring events and extreme modernity which colored the period in which Scott lived, are offset by the romantic and legendary character of that immediately preceding. Mr. Jenks handles the differing colors and values of his setting with much simplicity and directness, never obscuring the central figure whose large, warm, gifted, and gallant nature seems to dominate circumstance. The struggle of Scott's personal life and the burden under which he fell, as one follows them here, remind one irresistibly of that other great Titan, Balzac, the contemporary and admirer of Scott, who like Scott, fought a losing fight against overwhelming odds, and died of his prodigious labors.

Mr. Jenks' terse presentation of the experiences of Scott's time, and his unassuming critiques of the "great magician" add much to the literature already produced on this subject. (A. S. Barnes & Co., New York.)

Several years ago, when C. C. Birchard & Company brought out THE LAUREL SONG BOOK, under the editorship of Mr. William L. Tomlins, a new standard was set for public-school music. Nothing like it had been known, in character of the music, especially the new music from American composers. Since then other publishers have followed suit with excellent books of songs for school use, and now the same house has brought out a remarkable book for the upper grades of the grammar schools, again edited by Mr. Tomlins, which they rightly call "a unique music book." The title is THE LAUREL MUSIC READER. It is a collection of songs for the upper grades of grammar schools, and like its predecessor, THE LAUREL SONG BOOK, the music is of a beautiful quality.

The volume is rich in the compositions of contemporary American writers. These are characterized by the beauty of rhythm and melody, and by the skilful construction and delightful harmony which are the attributes of good music the world over. Important provisions are made for the adolescent voice. Folk songs have been selected from among those melodies whose sincerity and loveliness made them immortal, a number of these being new to the pupils of the public schools.

The predominance of songs of joy, of action, of morning, of peace, and of the ideals of modern humanism, will undoubtedly meet with the approbation of the thoughtful educator, and is sure to exercise a wholesome influence upon the pupil. Though the statement may at first seem strange, THE LAUREL READER is *new* in its refreshing freedom from absurd and trivial conceits, as well as from pathos and sentimentality. It is a book filled with the atmosphere of religion, of a noble and spiritual patriotism, and with the joy of life and nature.

THE LAUREL READER presents a number of beautiful love songs, for the editor is persuaded that the Love Theme, precious as Religion, Nature, or Fatherland as a motive in art and ethics, will always arouse a reverent attitude in youth when it is worthily treated by poet and composer.

The spirit of enthusiasm and love for the best in music, and of merited praise for the songs of our own composers will, we are confident, be awakened in the grammar grades of our schools with the advent of this new book, THE LAUREL READER.

Miss Alys E. Bentley, supervisor of music, public schools, Washington, D. C., writes: "I have examined the advance sheets of Messrs. Birchard & Company's forthcoming music reader, and am persuaded that it will prove equally as successful as THE LAUREL SONG BOOK, and will win as many loyal friends and ardent admirers. It supplies the long-wished-for desiderata of beautiful music, excellent and appropriate texts, and rich variety of theme and subject."—C. C. Birchard & Company, publishers, Boston, Mass.)

The study of history from first-hand sources by this time needs no defense, for it has been found vastly superior to the time-honored method of close study of a single text-book. Professor James Harvey Robinson, of Columbia University, has just published, thru the Ginns, an abridged edition of his READINGS IN EUROPEAN HISTORY. This is well adapted to advanced classes in secondary schools. In it are to be found in one volume quotations from almost innumerable contemporary authors describing important incidents and periods in the history of England and Europe. These descriptions are in no way distorted by the prejudices of a single historical student, and the reader has an opportunity to draw his own conclusions. To every thinking pupil the advantages of this method are obvious. The translations from foreign sources retain, in great part, the vividness of the original. The bibliography is complete at all times. (Ginn and Company, Boston.)

The time was when teachers and school boards thought that nothing could be done in the way of teaching physics and chemistry in a practical manner without the aid of expensive apparatus. Ingenious teachers who have made their own appliances with the help of boys and girls have taught us better. Very little elaborate apparatus is required for the successful study of these two branches of science. How simple and how inexpensive much of such apparatus may be is made clear in the "Manual of Home-Made Apparatus," by Dr. John F. Woodhull, professor of physical science in Teachers College, Columbia University, New York. The work is the result of Professor Woodhull's own experience in class-room work, and it is as practical a little book as has ever come from the press along its line. The old edition of the "Home-Made Apparatus," although similar and less complete than the one now offered the public met with general approbation and was widely used in all sections of the country. The publishers offer the present edition with satisfaction, feeling sure that it is destined to fill an important place in the physical and chemical laboratory. (A. S. Barnes & Company, publishers, New York. Price 65c.)

A rather original idea is the plan of "The Art Reader," prepared for supplementary reading in public and private schools, by P. E. Quinn. The book is really a history of art arranged in the form of a reader, and not only is it a reader, but it is eminently readable. Beginning with some Egyptian monuments it carries the reader thence to the acropolis of Athens. The author describes the greatest of the Greek sculptors, some Greek temples, then the Roman Forum, the Laocoon and the Colosseum. An even dozen of the old masters have their stories told; and then we are transported to Kenilworth Castle, Holyrood Palace, and a group of great churches in England and on the continent. Then the reader's interest is aroused in the animal painters, famous landscapes, portraits of well-known people, the houses of parliament, Westminster Abbey, the statue of Abraham Lincoln and our own national capitol. The book is beautifully illustrated, and, in fine, it is a volume that will certainly make a place for itself in the upper grammar grades, high schools, and the private schools of the country. The author and the publishers are to be congratulated upon its excellence, in content, in illustration, and in typography. (A. W. Elson & Co., Publishers, Boston, Mass.)

"The Frog Book," by Mary C. Dickerson, is perhaps the most unique of nature publications. For years the toad and the frog were neglected by nature students and readers. Miss Dickerson, however, now furnishes a monumental and authoritative work on the subject. The original manuscript of this book included toads and frogs of the northeastern states only. It was amplified until it covers the whole continent. Years of painstaking effort were necessary for this book. The color plates were made from photographs from life. Some of the plates represent eight or ten negatives. They were colored from the living material by Herbert L. Guild, of Providence, who worked under the supervision of the author. There are many fine drawings in the book to indicate the food and enemies of frogs and toads. These, too, were made from photographs from life. Thus the "Frog Book" makes amends for the long neglected branch of nature study and furnishes a real authoritative work, as well as a world fascinating record. This book is uniform with "Nature's Garden" and the other volumes of "The Nature Library" to which it will subsequently be applied. (Doubleday, Page & Co., Publishers, New York.)

Good Night's Sleep.

NO MEDICINE SO BENEFICIAL TO BRAIN AND NERVES.

Lying awake nights makes it hard to keep awake and do things in day time. To take "tonics and stimulants" under such circumstances is like setting the house on fire to see if you can put it out.

The right kind of food promotes refreshing sleep at night and a wide awake individual during the day.

A lady changed from her old way of eating, to Grape-Nuts, and says:

"For about three years I had been a great sufferer from indigestion. After trying several kinds of medicine, the doctor would ask me to drop off potatoes, then meat, and so on, but in a few days that craving, gnawing, feeling would start up, and I would vomit everything I ate and drank.

"When I started on Grape-Nuts, vomiting stopped, and the bloating feeling which was so distressing disappeared entirely.

"My mother was very much bothered with diarrhea before commencing the Grape Nuts, because her stomach was so weak she could not digest her food. Since using Grape-Nuts she is well, and says she don't think she could live without it.

"It is a great brain restorer and nerve builder, for I can sleep as sound and undisturbed after a supper of Grape-Nuts as in the old days when I could not realize what they meant by a "bad stomach." There is no medicine so beneficial to nerves and brain as a good night's sleep, such as you can enjoy after eating Grape-Nuts."

Name given by Postum Co., Battle Creek, Mich.

"There's a reason."

The Educational Outlook

The State Superintendent of Schools of Kansas reports that there are 329 schools, most of them in the western parts of the state, unsupplied with teachers. The available supply of teachers in excess of those already engaged in the profession is 172, none of whom will accept positions in the counties where these are lacking.

The university summer schools of Texas have closed the most successful session since they were first established in 1898. Five hundred and seventy teachers were registered as opposed to two hundred and sixty-two four years ago.

State Supt. J. D. Eggleston, of Virginia, says that during the coming year there will be more than 163, and possibly as many as 175 high schools in operation in his state. The recent legislature appropriated $50,000 to be distributed among these high schools.

It is announced that co-education in the high school at Harrisburg, Pa., has been a failure. Separate schools for boys and girls will be provided as soon as possible.

To improve the sanitary condition of the Chicago public school buildings, about $100,000 is being spent this summer. A great change in the betterment of the health of pupils is predicted. Forty-four of the old school buildings are being overhauled, and the best sanitary apparatus obtainable is being installed therein.

More than 60,000 bouquets of flowers were distributed in one day by the Pittsburg summer schools committee. The flowers sent out this season have given so much pleasure to the children that the weekly distribution of bouquets will be kept up.

The city of Boston has passed several new regulations with regard to the infliction of corporal punishment. Girls may not be whipped, nor may boys in the Latin or high school or kindergarten receive corporal punishment. No pupil may be punished in sight of another, and corporal punishment is restricted to blows upon the hand with a rattan.

The Boston school committee has officially declared that the marriage of a woman teacher shall be equivalent to her resignation.

The movement of starting schools in Korea has become almost a mania. They are springing up on all sides and there is hardly a Korean of wealth who has not become a patron of an educational establishment of some kind. All enlightened Koreans have come to appreciate the fact that until at least primary education is general thruout their country they cannot hope to emerge from their present oppressed condition.

The English school teachers who will visit this country during the coming fall and winter thru provision of Alfred Moseley number some five hundred. They will come in squads of thirty each, about a week apart, and will include every grade of instructor from university professor down to kindergarten teacher.

"Not imitation but initiative" is the motto of the Pierce School at Philadelphia. Following out this thought, the theory is advanced that while the successful man acts according to rules, he adapts his rules to the problems that come to him for settlement. The school opens for its forty-second year on September 3.

The enrollment at the normal college of Michigan, at Ypsilanti, for the summer session, has reached 1,415. It has been a studious summer with plenty of good, solid work, and every one has voted the session a great success.

Manual training is soon to be established in the grade schools of Omaha, Nebraska. It has already been started in two schools, and the results have been such as to render the members of the board of education enthusiastic over the work.

Mr. James J. Riggs has been elected superintendent of schools of Orange, N. J., to fill the place made vacant by the resignation of Superintendent W. H. Swingle.

School districts in the neighborhood of Rochester, N. Y., will be compelled to pay teachers higher wages this year than heretofore. The scarcity of teachers will, in many cases, prevent trustees from securing those whose training has fitted them for the work. The shortage in the supply, it is claimed, is due to the fact that the requirements for securing a certificate are more stringent than formerly, and because the salaries paid are not commensurate with the expense for completing the course necessary to meet the requirements.

To Teach Children to Save.

A merchant in Watertown, New York, who has been in business in that city for fifteen years, has celebrated his half century anniversary by an original plan for aiding boys and girls in forming the habit of saving money systematically. On August 15, $1.00 was given to every boy and girl living in the city of Watertown between the ages of four and sixteen, until the sum of $2,000 had been used up, under the following conditions:

"Each child personally or thru his guardian had to apply to the secretary of the Watertown Savings Loan and Building Association for a book, to be issued to such child on condition that he deposit ten cents a week for a year. with the Association.

At the end of the year $1.00 extra is to be added to the account, which, after that time, can be withdrawn by the owner. It is expected that the habit thus formed will be continued, as the child will have learned the value of saving.

"The course is established for the benefit of able, ambitious young business men who are looking forward to managerial positions. As business is to-day conducted, the men in charge must possess qualities which are not cultivated by routine work in subordinate positions. They must have a wide knowledge of general business methods and principles, a fair understanding of accounting and of business law, a broad outlook over the commercial and financial world, and the ability to reason quickly and accurately about business problems. To train competent men along these four lines is the object of this special course."

Already arrangements have been made by several manufacturing concerns to pay the expenses of their employes who take the university work in the evenings. One or two of the large department stores also have signified their intention of offering free scholarships to progressive men among their employes.

What Makes Poor Schools.

In his address before the American Institute of Instruction, at the recent meeting in New Haven, Hon. Charles D. Hine, Secretary of the State Board of Education, gave the following as the reasons why schools are poor:

1. The teachers are incompetent or indifferent, making no effort to improve themselves by summer schools or special instruction.
2. The managers or school officers are only moderately and calmly desirous that either teachers or teaching shall be really good.
3. The funds are not adequate.
4. The schools are too small or too large to be efficient.
5. There are many schools and few children in a large area.

Finishing Their Education.

The mayor of Kalamazoo is a rich man. He has two sons who have been graduated from college. Has he tried to place them at once in responsible positions in the big industrial establishment he controls—giving them places which are usually attained only by years of hard work? Or does he supply them with unlimited spending money that they may lead the joyous life denied to him when he was a young man? Neither.

He put his sons at work in a paving gang on the streets of Kalamazoo. He is doing them a service which they will be increasingly thankful for as they advance in years. They are being taught, now, the real value of money and labor. They are learning, as they could not in any other way, how the great mass of the people live. Whatever their future positions may be, they will always know what life really means. They will feel the dignity of labor.

It would be better for the country if more rich fathers were like the mayor of Kalamazoo. The old-fashioned belief that every boy should learn a trade, no matter what his chosen avocation may be, has gone out of style. In these days it would be difficult to carry out that plan, but the principle involved is still sound. The man who considers that it is degrading to work with his hands is not a good American.—New Haven, Conn. *Palladium.*

The Pittsburg Technical Schools

The faculties of the Pittsburg technical schools are overwhelmed with applications for entrance at the beginning of the fall term, which opens the third week in September. Altho none of the additional buildings have yet been erected, provision has been made for the accommodation of 1,100 students.

In the meantime, Director Hamer-

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schlag and his staff of assistants are making splendid exertions to prepare for the enlargment of the school to such a degree that it may soon realize its founder's ambition, to see it the greatest institution of technical learning in the world. The buildings yet to be erected will increase the present capacity of the school ten-fold. The money for this expansion is all on hand, and Mr. Carnegie is eager to give more. All that is needed is a little time, and we shall undoubtedly have in Pittsburg a technical school with 10,000 students and the greatest body of thoro technical instructors ever assembled.

University Technical Schools.

The trustees of Washington and Lee University have created two new schools in connection with the institution—one of "Highway Engineering" and the other of "Commerce." The purpose of the former is to meet the demand for engineers especially qualified for the work of public road building and improvement. The school of commerce, which has recently sent out its prospectus, is designed to prepare students for sound citizenship, and has the following additional aims:

First, instruction "so arranged and coördinated as to form a good preparation for young men who do not propose to engage in scientific or professional pursuits, but who wish to acquire a suitable preparation for business." Second, the encouragement of young men to prepare themselves for the study of law, such preparation being directed to fitting them "for dealing with business questions and practices, the knowledge of which is advantageous for the lawyer."

Among the studies embraced in the school are: Modern industrial history, transportation, present forms of business enterprise, commercial geography, modern tariff systems, commercial legislation, banking, corporation finance, investment, great industries, and the development of business methods, theory, and practice of statistics, insurance, accounting.

Beautiful America.

The president of the American Civic Association recently made an address on "Beautiful America for Children." He said, among other things:

"Some years ago some good women began to clean up the city I live in by putting up large iron cans for waste paper, and asking people to put in them not only the waste paper, but banana and orange skins and such things as had been making the streets nasty. These ladies went to all the schools and talked to the boys and girls about helping. Of course the boys and girls were willing, and they remembered what was told them. My own boy was one of them.

"One day after that my boy went with me to the post-office, and as we walked along the street I tore the wrapper from a magazine and threw it away. 'You mustn't do that, papa,' said the boy, 'the ladies told us it is wrong to throw loose papers in the street.'

"I was ashamed, and I picked up the paper, putting it in one of the iron boxes. My boy was a better citizen than I.

"All my message to these children, then, is to get them to do two things. First, to clean up and keep clean about home and school; pick up papers and boxes on the street; take care of green, growing trees and plants, and have some flowers of your own, if possible. Second, to talk about it to each other and to your parents and home people, trying to get them to help. Do this, and you will be helping much toward a beautiful America for children and all the rest."

Three-Fold Culture.

Mr. B. F. Johnson, of Richmond, Va., in an address before the recent meeting of the Southern Education Association, at Memphis, made a strong plea for the three-fold culture of head, heart, and body. He said, in part:

"Men are realizing as they have never done before the importance of educating aright their sons and daughters. Our great-grandfathers were interested in the case and in getting from the soil a meager sustenance. Our fathers, reaching a higher stage, contended for the three R's—reading, writing, and arithmetic. Our present generation, reaching a higher stage still, contend for the three H's—head, hand, and heart—and only by the cultivation of these three may we hope to reach that high standard that God planned for us when man was made.

"As educators, the problem that we have to solve is how we may hasten true development; how we may take the poorest and the feeblest boys and girls and develop them into such specimens of manhood and womanhood as will make them worth a dozen ordinary persons. Indeed, I feel that I am not overstating the fact when I say that any trained and properly developed man or woman is worth to his or her community 50 times as much as the ignorant and undeveloped person.

"The wise and progressive men and women who direct the policy of our higher institutions of learning are rapidly adjusting the inconsistencies of our educational work, and are already providing tripartite education. That institution that does not give due consideration to the spiritual and physical culture of its pupils is not properly equipped, and will, in the course of a few years, be numbered among the failures of the past.

"Enlarge the mind; plant firmly in growing hearts the blessed truths of God's word; bring into play every muscle of the body, and you have a boy or girl who can no more be idle, and who can no more indulge in the vices that distort the present generation, than you can turn the brightness of noonday into the blackness of midnight."

How a Great Work Began.

There is encouragement for some one in every act of Sophie Wright's life. That first school of hers may serve as an inspiration to every girl looking about for some field of work to enter in order to help others or herself. Tiny, crippled almost beyond endurance, herself only an "eighth grader," living in a city where women of quality did not commonly work, this fourteen-year-old girl undertook the task with no hesitation and with big anticipation. She borrowed some unused benches from a public school building to fill a room of her mother's cottage, and on the door hung out her sign, "Day School for Girls." The terms were 50 cents a month for each pupil. The school was from necessity designed for those who had not yet attained to eighth grade standards. Its mistress still wore her skirts short and her hair in two comical twin braids which stuck out oddly behind her head. And yet it succeeded, as with her everything has succeeded. A pupil came at once, and with an assured income of 50 cents a month Miss Sophie announced her inten

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tion of supporting herself and helping her family. Before the end of the first year she was doing so, with twenty pupils and the fabulous income of $10 every four weeks.—*Everybody's Magazine.*

Education and Industry.

In a very notable address in London recently, Mr. Bryan, with a spirit truly American, put special emphasis upon the point of "education" in estimating the "white man's burden." Upon respect for industry as an essential in developing and sustaining the power of a race he was likewise emphatic. Mr. Bryan spoke of these two things as matters closely allied—as directly akin one to the other.

Now we are afraid that there is a flaw somewhere in Mr. Bryan's observation, because it is a fact beyond question that education, as we are pursuing it in this country upon a wholesale plan, does not lead up to and promote respect and consideration for industry. We speak not of the theory, for the theory is fair enough, but of the fact, which puts the theory to shame.

How long, let us ask, has it been since any youth graduated from the Sacramento High School fired and dignified with an ambition for industry as distinct from some "genteel" method of getting a living? When has any of the many schools which we support so lavishly in California developed one student with a worthy enthusiasm for the ideals of the industrial career? We have "education" without end, but have we any system of education anywhere which produces a trained and enthusiastic practical worker in any one of the many fields of our industrial need?

California lies on the seaboard, and our hopes for the future are related largely to the development of commerce. Is there any school in California which turns out sailors? There may be some such school in some loft at the San Francisco city front taught by some practical man for a special fee, but there is no such school in connection with our system of public education. California is a great agricultural and horticultural field, and in this connection in large measure we fix our hopes for the future. Has California any school where the working arts of agriculture are taught and where a taste for agriculture is systematically stimulated? True enough we have the Department of Agriculture at Berkeley, but how many farmers has it turned out in twenty years; and how many among its graduates find their career upon a farm? California is rich in mines, but where in California is there a school which educates the working miner as distinguished from the mining engineer? California needs manufactures, but where is there a school which develops the working mechanic? We have, to be sure, two or three endowed establishments nominally devoted to these matters, but in each instance they have been diverted from their original purpose, and have degenerated—we say degenerated—into mere commonplace establishments dominated by the academic idea, and yielding an annual product of professional and mercantile aspirants. The Sacramento shops have turned out more finished mechanics ten times over than all the so-called industrial schools of California put together.

Education is truly the handmaiden of progress, but education in the proper sense should be something very different from that smattering of academics which engrosses the energies of our educational system, and which in practice leads steadily away from the aims, the ambitions, and the high utilities of industry. Education in any country ought to prepare the youth of that country for the work which needs to be done in that country. Education, to be worthy of the name, ought to prepare the mass of its beneficiaries for the life duties that lie before them. A system of education which endows every youth who comes within its influence with a passion for clean hands and a life of ease is not a help but a curse to the country in which it exists, and to those upon whom it bestows its presumptive "benefits." A system of popular education which logically regards each pupil under its hand as a future academic graduate, which exalts professional ambition above all else, and which calls for the fashionable dress suit as the essential costume of "graduation," does not lead to respect for industry, does not promote industry, does not assist a race in the bearing of its burdens.

The world has very recently seen what happens to a nation when it has lost regard for industry. It has seen Spain go to a shameful defeat because she could not from her citizenship supply engineers and gunners to operate her warships bought from foreign shipyards. The world to-day sees England losing her power and her prestige thru the decline of her industrial classes; and by the same token the world to-day sees Germany expanding in her relationships to the world, growing in power and prestige, because she has half a thousand schools in which the arts and the ambitions of industry are systematically inculcated.

Education is indeed the need of America, and of every other modern country, but if education is to signify anything as a source of progress and as a national and racial support, it must have a broader basis than anything we have recently seen in this country.—Sacramento, Cal. *Union.*

Recent Deaths.

Prof. Samuel Lewis Penfield, head of the department of mineralogy in the Sheffield Scientific School, connected with Yale University, died August 14 at his summer home in South Woodstock, Conn. He had been ill for some two years. Professor Penfield was one of the most distinguished mineralogists in the country. He was a member of the National Academy of Science and of several scientific societies abroad.

The Rev. Thomas Nelson Haskell, of Denver, Colo., died at his home, on the evening of August 10, after a brief illness. Mr. Haskell was the founder of Colorado College, located in Colorado Springs. The institution was started as a memorial to his daughter, Florence Edwards Haskell, who died in 1873.

Mr. Haskell was born in 1826 in New York State. He was graduated from Miami College and the New York Theological Seminary. For several years he was pastor of churches in Boston, and later in Washington, where he established the Western Presbyterian Church. President Lincoln often attended this church. Mr. Haskell was a poet and well known writer.

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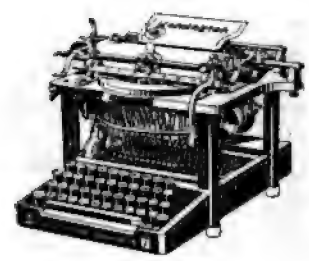

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THE SCHOOL JOURNAL

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OSSIAN LANG, Editor.

Individualization in Common and Private Schools.

American parents generally prefer the common schools to private schools. When they do patronize the latter it is because these appear to offer decided advantages which they covet for their children. I believe this to be a simple statement of an obvious fact. The American spirit is opposed to everything that tends to segregate people into classes. At the same time parental solicitude for the welfare of the young seeks naturally for the best education to be obtained. It therefore behooves common school leaders to study with care the reasons which persuade parents to send their children to a private school.

Mr. Mackey, supervising principal of the schools of Trenton, N. J., calls attention, in his annual report, to a most serious consideration. He says:

> "The failure to give sufficient attention to the individual pupil is the most conspicuous and, possibly, the most dangerous defect in many public schools. Pupils of strongly pronounced individuality are frequently driven from school simply because they cannot go with the machine. Some parents find that a few minutes personal instruction at home their children make more thorough and rapid progress in learning reading and arithmetic and writing than they make in the first grades at school. Children are being sent to private schools rather than to public schools, as the questionaire conducted by *Scribner's Magazine* clearly shows mainly because parents believe that their children receive more individual attention in private schools than they do in public schools. The reputation and the revenue of the private school depend upon what the school does for the individual pupil."

There is little to be added to this candid statement. Mr. Mackey uses it as an argument for a closer approach to individualization in the common school. This is the right attitude. Yet there are teachers who boldly declare that it is not the business of the common school to search for and look after the special needs of the individual pupils. The "class average" is their chief anxiety. According to their notion, every child recognizing or desiring particular care ought to employ a tutor or go to private school. Fortunately the number of these groveling pedants is small, noisy tho they may be in their protestations. The true representatives of the enlightened common school workers share Mr. Mackey's view that neglect of the individual care of pupils is "the most dangerous defect in many public schools."

The great danger in common school education is that the individual child is lost in the mass.

Thoughtful school men fully realize this and strive constantly to supply the conditions which will enable teachers to do individual work for their pupils. The agitation for smaller classes is one indication of this endeavor. The various plans for grading and promotion which have been proposed represent so many attempts at solving the same problems. If we are still very far from having reached a satisfactory working basis, it is due not so much to lack of efficient interest in the question as to a wrong approach to solution.

Scholastic tradition has occupied itself almost exclusively with the course of study. Teaching has been interpreted--practically, if not professedly —as carrying children thru the established program. Demands for individualization have accordingly been transformed into investigation as to how best to fit the several children to the program whose sacredness appears to be an article of faith in the school world. Here may be found the chief difficulty. Instead of asking what is best for the child, and that, and the other, the common question is: How can I best get this, and that, and the other into these children? The course of study and not the children constitutes the paramount anxiety.

Do private and common schools differ in regard to this fundamental consideration? This question is not easily answered. One thing is certain: Private satisfaction they give to the parents of their pupils. They cannot afford to disregard individual needs. "My son does not seem to get along at public school, and the teachers take too little interest in helping him to find his way," sums up the larger percentage of reasons for the transference of children to private schools. The child must be gotten hold of somehow, course of study or no course of study, and his predominant interests must be enlisted in the school, if his name is to remain on the rolls. The managers of private schools are aware of this, and act accordingly, if they know their business.

Much as it is ideally desirable that all children should attend the common schools, there probably never will be a time when we can afffford to do without private schools. These are needed for the clearer expression they afford of the wishes and ambitions of parents and pupils. They are needed as experiment stations in which new educational ideas may be tested and developed. They are needed for the standards they set for comparison of teachers, of teaching, and of results. Competition is as necessary in education as elsewhere: Human nature is the same in all departments of labor, and self-satisfaction will raise its head unless there is this check.

While the desire for individual attention is the principal reason for the support given to private schools it is of course not the only one. But after making due allowances for little vanities, for blind following of leaders, for the kind ministrations of friendship that will help a worthy person to start or maintain a school, and for whatever lesser causes be responsible, the fact remains that the private school cannot depend upon "class averages." Its welfare is determined by the approval of the individual pupil.

Parents are willing to be taxed for the support of common schools and tax themselves besides for the kind of education which may be desirable for their own children to have. Often this special tax entails considerable sacrifice. It is, however, cheerfully met, for the value hoped for.

Albert G. Lane.

the death of Albert G. Lane the National tional Association suffers an almost irrepar- oss. No man was more unselfishly devoted protection of that organization's best interests. mbined with careful business judgment severe iples of honesty and a keen sense of the respon- ty resting upon him. It is probably not over- ng the case when we credit him with the present perous condition of the Association's financial rs. He was the watch dog of the treasury, and iout him or without his consent no step of im- tance was ever undertaken by that body. His alty to the schools of Chicago was equally strong. served the city for many years and his zeal in her half suffered not a particle of diminution when was superseded in the superintendency. He was man of sterling character, severe with himself and ntle in his dealings with others.

Superintendent Cooley on speaking of Mr. Lane's eath paid this tribute to his memory:

He was a man whose assistance was everything to me. He was honest and frank; a man whose characteristics made him not only one of the best known educators of the West, but of the entire country. He knew Chicago and its needs better than any other man, and his death will be a serious loss to the school interests of the city.

Mr. Lane was president of the National Educational Association from 1893 to 1894, and served for many years on the board of trustees and executive committee. He was sixty-five years old at the time of his death. He became principal of a school in his

Albert G. Lane.

native city of Chicago, when not quite eighteen years old, enjoying the distinction of having been the youngest school principal in the history of the city. When he was county superintendent, in 1873, the incident occurred which has been frequently told as testimony of his rigid ideas of honesty. He had charge of the funds belonging to the county which at that time amounted to about $32,000, on deposit in the old Franklin Bank when that institution failed. Mr. Lane would not have either the county or his bondsmen suffer, and sold everything he had to make good the loss to the last cent.

Mr. Lane knew personally every principal and almost every teacher in Chicago, and was beloved and held in highest esteem by them all. His death will be felt as a personal loss by all whose privilege it was to know him as a friend. Many thousands him with reverence.

The New Spelling.

President Roosevelt's endorsement of the spelling reform movement has accomplished more in one day than the wrangles in the N. E. A. will have accomplished in ten years. And yet, without the persistent agitation of the question in the councils of teachers there would have been no platform for the President to stand upon. The three hundred words recommended for general use represent no radical departure from orthographic usage. They establish rather uniformity where heretofore there was variety.

Great Britain will probably adhere to the picturesque standard created for her by her printers in the beginning. "What we have we hold" is always her motto. Neither bull-dog tenacity nor hysterical protestation will be able to hold up the reform that has begun. It is strange that a question of this kind can stir up so much emotion. It concerns the happiness of the present life but very little, and that of the future life not at all. Let us reserve some energy for the discussion of subjects really worth while.

"A Valuable Work Crippled."

Under this caption Mr. Munsey's *Washington Times* describes the deplorable condition of the National Bureau of Education. It is high time that this matter should be vigorously handled. The annual resolutions recorded by the N. E. A. have accomplished nothing. Now let the individual teachers take the matter in hand with their Congressmen. Here is the *Times* editorial: It hits the nail on the head:

Another illustration of the false economy with which Congress provides for the bureaus of the Government is offered by a news item of Saturday concerning the Bureau of Education. For lack of room, the head of that office has been forced to order the educational museum boxed and stored. The space thus cleared is needed for the library of the bureau.

This division of the departmental service occupies a rented building at the corner of Eighth and G streets. The structure is old, poorly or not at all adapted to its present use, and not well situated. That it is too small is sufficiently proven by the commissioner's reluctant action in discontinuing one of its most valuable and interesting features. Yet this building costs the nation $4,000 a year in rent.

At the Government's borrowing rate of 1.9 per cent., $4,000 is the interest on $210,521. That sum is more than sufficient to construct a handsome new building, specially adapted to the needs of the Bureau of Education, and equip both its library and museum with modern appliances. In the case of the library, the present accommodations, including the space now occupied by the museum, are barely usable. In the case of the museum, there are no present accommodations at all.

The importance of the work involved in this calculation is not generally understood. The library of the Bureau of Education is probably the finest collection of works on pedagogy in the world. It is consulted constantly by teachers and professors, and even in its present situation may fairly be counted a wide-reaching influence for the advancement of American public education. The commissioner does well to make room for it.

But the library is not now doing more than half the work it might do. It is, indeed, in a position corresponding exactly to that of the Library of Congress before it was properly housed. If it were given modern shelving and modern alcoves, if its employes were given the help of modern equipment, if those who study there were given the advantages of good light and ready access to the books, it is beyond al question that the library would double its practical value

Those who apply to the Bureau of Education for aid i their studies can help materially to correct this penurio policy. If they are awake to their opportunities they w not fail to see that Congress is properly impressed next wint with the need for giving this bureau decent quarters. word to a Congressman from a constituent in Cambrid another word to another Congressman from a constituent Chicago, and so on, until the body of users of the bureau reached the body of Senators and Representatives, and thing is done. It can be achieved without that aid, but aid will accomplish it at once.

Bay State Schools and the Politicians.

By FREDERICK W. COBURN.

With a political campaign impending which promises to be the hottest in the history of the Bay State (on account of the candidacy of John B. Moran for the governorship), Massachusetts educators are likely this fall to have something to think about in the little leisure which the opening weeks of school allow.

For the cleansing of the Augean stables of the Massachusetts legislature, which will perforce be accomplished in the next year or so whoever is elected governor in the approaching election, directly concerns every schoolman in the Commonwealth—as indeed it does thousands of educators outside of Massachusetts who have long wondered at the incubus that has been allowed to hinder industrial and educational progress in a state which prides itself upon enlightenment. Local school conditions in Boston, and in many of the other cities of Massachusetts, have been steadily improving, as regards grafting and the retention of inefficient employes. With a little of that self-complacency that always annoys the New Yorker or Chicagoan *The Advertiser*, in commenting the other day on the Detroit disclosures, said: "Boston has a great deal to be thankful for that its own school system is so free from suspicion. And the more that graft is unearthed in public school systems in other cities, the better will Boston appreciate her own good fortune."

"And that," one seems to hear ejaculated by a reader who recalls a few of the almost innumerable scandals connected with the management of Boston schools in recent years, "regarding a system lately tributory to the tongue, temper, and touch of the lady from Charlestown; redolent with the memories of a score of unsavory book fights; even now affected by, if not connected with, a state of things in the building of the new normal school group in the Fenway which has led to an investigation ordered by the grand jury of the county! That, forsooth, is the school system which the complacent Boston editor throws up in shining contrast to unholy Detroit!"

Yet *The Advertiser* is nearer right than wrong, if current report as to the present status may be trusted. Mrs. Duff and the element she represented in the school board are for the present down and out. The committee of this year, according to all accounts, is one that means to do just right. Its attitude is part of the general ethical revival. It has a policy of honesty, and there is no reason to challenge the sincerity of the motives.

Boston for some years past has been distinctly a small-graft town, one where a comparatively small number of men has still been able to hold up corporations and individuals for the price of an overcoat, or sometimes only of a drink, but where the opportunities for making big sums of unearned money have long since slipped away. Only for the cheap grafter has there been any business left, and even so dangerous a person that the wealthy corporations, even while some of them may have been paying the tribute that has come to be regarded as customary, have been quietly seeking to eliminate him.

The politicians a few years ago were bewailing that the only graft left in Boston was in the school system. From even that stronghold they have been pretty well ousted and—my informant is a politician who has "repented" and settled down to live the upright life—they are making their last stand in the legislature on Beacon Hill. In a measure—according to my source of information, which I presume to be reliable—the statements made by Mr. Thomas W. Lawson to the effect that the highest legislative body of the Bay State has repeatedly been bought and sold like sausages or fish contains truth. Not that a majority of the members are corrupt, but that year after year a corrupt group, generally about forty in number (all thieves are forty) with a self-perpetuating membership, has held the balance of power and levied tribute upon whoever has wanted legislation, whether good, bad, or indifferent from the public's point of view. These men have had a definite scale of prices and their leaders have kept all the "swag" in their own hands, never delivering any of it to any man of whose honesty (in the sense of staying bought) they were not thoroly convinced.

But the management of this precious gang slipped up badly during the last session when they allowed one of their number, a South End barber trained in the school of practical politics, but too youthful to be duly cautious, to handle some money which had been raised to defeat an anti-bucket-shop bill. The young man in question approached, apparently, some of his fellow members whom a more experienced lobbyist would have left alone, as being probably too honest to be influenced. Two of these men told of the offer that was made to them. An investigation was promptly started by the district attorney, only to be interrupted when the legislature resolved to investigate itself, in secret session, and soon after discovered that, according to law, a member who had testified before the legislative committee was henceforth immune from testifying in the courts.

As a result of the report of its committee the legislature exonerated everybody except the young man who is alleged to have offered money (which no one took, altho the bill was defeated) and a member who talked too freely regarding a proffer that (as he afterward admitted) was never made. The former of these culprits was expelled from the "great and honorable court"; the latter was censured.

The dishonored barber-politician, who had made a scene just before the final vote was taken in which he uttered dark threats of exposure, communicated to the district attorney some information the details of which have not yet been fully divulged even by Mr. Hearst's newspaper. There is shortly to be a trial which, if it is as sensational and damaging as is popularly expected, will tend to make reasonably honest citizens thruout the Commonwealth much more careful in future than they have been in the past regarding the personal character of the men whom they send as their representatives in the legislature.

So much, not by way of muck-raking, but as an indication of the betterment of political conditions now going on in an influential American state—a betterment which is bound to have a beneficial effect upon the situation of every superintendent and teacher in the section.

The investigation, for example, which District Attorney Moran is conducting into the manner in which the contracts for work on the new normal school in the Fenway are being lived up to is likely to have a very good effect, whether or not any evidences of wrong-doing are discovered in this particular instance. It should at least make all contractors, large and small, who do schoolhouse work, more scrupulous than ever before in avoiding anything that might be construed as violation of their agreements. Whatever the merits of the normal school case, it is undoubted that the city has been wofully plundered by schoolhouse contractors in the past.

What is claimed by the prosecution in the normal school matter is that the contractor now at work on the foundations has not been using in the making of concrete a requisite amount of cement to render the building safe, and that much of the crushed rock used, which should be trap, is Roxbury pudding stone, a kind inferior to that required.

The grand jury has found sufficient presumption of guilt to indict; what will actually be proved remains, of course, to be seen. A member of the contracting firm has said:

In fact, I am positive that the assertion that there was any graft in the use of cement is false, and made out of whole cloth.

As a matter of fact the minute and unceasing inspection and supervision of that job by the different officials was carried as far as possible. At times it has seemed to me that someone behind the scenes was forcing such an inspection as I have never seen work subjected to before—just to hound the contractors.

The city had two inspectors constantly employed on the buildings, the architects had two superintendents, and I had my own superintendent, and if any shortage could go unobserved while under the constant scrutiny of these five men it seems very strange. The charges of graft are absurd, as an investigation will show. I am certain that the charges originated with some person or persons with an axe to grind. While it may be possible that some of the laborers in mixing cement used a little under the right amount, a thing which might happen on any job, the work as a whole was carried out on a high standard and fully up to the specifications.

Sensational tho this investigation is, a far more important matter as regards the welfare of the schools is the effect of Mayor Fitzgerald's cut of 40 cents from the tax levy of $3.40 per thousand. The energetic Irish-American chief official is in a position where he is bound to give an economical administration. The question is whether he is not carrying his ideas of economy too far. School Committeeman Brock has made a statement to the newspapers to the effect that the Mayor has actually lopped half a million dollars off the educational budget and that the annual increase of 2,500 new pupils will be quite unprovided for. Chairman Storrow is still in Europe, so that his comments upon the Mayor's policy cannot be obtained.

Meantime the schools of the city are to start September 12, under a new set of regulations, involving a number of important departures. The former supervisors are henceforth to be called assistant superintendents. The business agent is a newly created official who will relieve the auditing clerk of many of his former duties. The term "elementary" schools is to include all day and evening schools, except the normal, high, and Latin schools, and the term "district" is to apply to a group of schools under a single principal.

Women teachers may no longer marry and continue in the employ of the city of Boston. Whenever a teacher gets married it is the duty of the principal forthwith to report the fact to the business agent who removes her name from the pay-roll from the date of marriage.

Friends' School in West Philadelphia. Emma J. Broomell, Principal.

The question of corporal punishment, long a burning one in Boston, has been compromised. It may not be inflicted upon girls in any school, or upon boys in the Latin or high schools or kindergarten, or in sight of other pupils. It is restricted to blows on the hand from a rattan, and is to be resorted to only in extreme cases and after the nature of the offence has been fully explained to the offending pupils. Investigation of this subject last winter showed that many of the best teachers of the system get along without resorting at all to corporal punishment.

The elementary school course is to be changed gradually from nine to eight years, bringing the Boston system into accord with the majority of American school systems, and, incidentally, effecting a saving of about $250,000 in salaries. No displacement of teachers now in service is involved, for these will all be taken care of by the normal growth of the schools, but the change may work some hardship to candidates who are waiting for a chance to get in.

These and many other improvements, which are being introduced this fall for the first time, are an indication of the new spirit of the management of a system which a few years ago was found by nearly all outside and unprejudiced observers to be—on account, of course, of sinister political influences—singularly backward for a city of the pretensions of Boston.

Friends' Girard Avenue School, Philadelphia. Emma Barnes Wallace, Principal.

The Idle Boy.

By WILLIAM NOYES, Instructor in Manual Training, Teachers College, New York.

From *The Independent.* Used by permission.

Shall a boy in his early teens learn to work? Once there was no question about this. Within a generation or two a large part of a boy's education consisted in the work he had to do. When only one-eighth of the population lived in cities of 8,000 or more, which was as late as 1850, almost every boy either lived in the country or had access to it. Here he learned how animals were born and how to care for them; and how to get work out of them; he learned about the crops, their variety, their rotation, their seasons and their diseases. He could observe how things were done, both on the farm and in the neighboring shops, all of which were wide open to view. He had chances to try his hand at various sorts of activity, and thus could find his own bent for a calling. Nor was he only watching; he was also working. His own constructive powers were called into play, whether in making toys and traps for himself, or in helping in the multitudinous operations on the farm, in the shop, and in the home. One could easily make out a list of two score or more distinct occupations in which boys took part on the farm. In addition to this there was the definite system of apprenticeship in the trades, so that the boys were educated by learning to work at some particular trade. Work was a means of education in the large sense of the word. It was also an important object of such formal education or "schooling," as was provided. The "learning" of the school was intended to supplement the labor of the farm, the home, and the shop, in making labor more intelligent and efficient. And, on the whole, the result was good. Industrial efficiency was actually attained by the educational methods pursued.

In great contrast with these conditions of all-around training which prepared the child for industrial life, stand present conditions. For a growing proportion of the children the place of the fields and woods is largely taken by the dirty, barren street, and the workshop constantly open to view is converted into the factory into which the child may go only to be exploited and degraded. The child has been robbed of all of those out of school educative influences which centered in the domestic industries. To take their place the only educative institution which we have developed is the school. Where as once there were two sides to the child's education, balancing and reinforcing each other, there has come to be but one which absorbs all the serious thought and effort of the child. As the city has been overgrowing the country and the apprentice system had died and the home has surrendered its employments, the school has grown in importance. But the functions which the farm and the little shop and the home have been obliged to abandon, the school has not assumed. To be sure, the number and variety of subjects in its curriculum has increased, school attendance has been made compulsory for longer terms and to a greater age, but in one respect it has utterly failed. No provision has been made to furnish that valuable industrial experience to the child which the earlier forms of industry did provide. Children are crammed with information and "trained" in various ways, but they have neither the opportunity nor the necessity for work. Not only is it true, as Superintendent Seaver, of Boston, has said, that "The traditional balance between learning and labor has been upset, and learning taken the whole time" it is one particular kind of learning that has taken the whole time. Familiarity with industrial processes which once constituted a large part of the "conventionalities of intelligence," has been relegated into obscurity. Literacy has become a sort of a fetich which we confidently believe will cure all our ills, while a large and important factor in education, learning by work, has been left to the horrible dens of exploitation in which many of our children are sooner or later caught as unskilled child laborers.

This horrible problem of child labor is, after all, but a part of a larger problem, another phase of which is child idleness. To a majority of city children, after leaving school, either for the day or for life, there is but one alternative open, either to be exploited as child laborers or to be idlers on the street thru much or all of their waking hours. We have taken away the time honored employments of children, and have left to them only the choice between overwork and idleness. As any intelligent city parent can testify, it costs more to keep a boy at some worthy and educative employment than to keep him idle. What was once a matter of easy domestic adjustment has become a great social problem.

That problem, at least from the educator's point of view, is to unite labor and learning.

The only serious attempt to solve this problem has been by the introduction of the so-called manual training into the schools. The movement started naturally enough in the making of simple kitchen and other household utensils at a time and place when industry was largely domestic. But in modern city life the center of gravity of the home has moved from the kitchen to the sitting-room, if, indeed, there can be said to be any center of gravity in a modern city home which is a little squeezed in a flat, where the principal functions are eating and resting. Its functions have become so restricted that there is very little that the child can contribute, especially in the way of hand-made utensils, that is of any real value. The demand for his work is an artificial demand, created for his good, and he is generally astute enough to perceive that fact. So far as he is concerned, the process of making these utensils is fictitiously interesting and factitiously important. The work that is given him to do has no vital and evident relation to the great world of industry about him. Production is no longer domestic, but has become social. Hence, to keep the boy still in the personal craftsman stage, when almost everything is being produced mechanically and socially, is to deny him one of his greatest inheritances. Yet all that the constructive hand work commonly done in the schools does for him is to take him to the town or craft stage of society, and there leave him outside of the threshold of modern industry. To modern industry proper he is not introduced under the guidance of wise teachers. He sees it with no perspective. He is plunged into it when he leaves school—I cannot say when he is educated—under the compulsion of learning to do one minute act. He is not educated by the industrial system, as his grandfather was; he is simply fed into its maw.

Even if our manual training methods were well planned with reference to modern industry, how much of it would a boy be likely to learn who spent only one one-hundredth of his waking hours at work? Yet that is all that a boy in our best-equipped schools gets in "manual training." Such dabbling as this cannot be dignified by the name of work.

Friends' Central School, Philadelphia.

convenience of the pupils. The heating service is fully adequate even in the most severe weather. Fire-escapes are so arranged as to reduce danger to a minimum.

The large yard around the school and meeting house give room for play and exercise in the open air. A well-equipped gymnasium is provided, where pupils receive regular physical training under a thoroly competent instructor.

The kindergarten is located in a particularly attractive room on the first floor. Children are admitted at the age of three. They spend their mornings together under the direction of a sympathetic teacher, who stimulates their natural activity, lives in their world, and sees life from their point of view.

The primary school includes three years of regular instruction. The opening exercise consists of the reading of the Scriptures by the principal, the repeating of texts by the pupils, and appropriate songs and recitations. The teachers hold parents' meetings to consider the "best opportunities for the moral, physical, and intellectual development of every child in the home, and in the school, and for the consideration of the means that shall bring the home and the school into intelligent sympathy and coöperation." Special care is given to habits of study, to conduct, neatness, and attention as aids in character building.

In the intermediate school for girls competent and experienced teachers strive to develop intellectual ability and high womanly character. While the school includes in its curriculum manual training, art, nature study, etc., it stands for careful training in such fundamental subjects as mathematics, English, etc., in which a firm foundation must be laid during these early years. The course in English cultivates a taste for good reading. It helps the pupil to enjoy the beauties of the language and to speak and write the mother tongue with simplicity and correctness. Nature study has proved a most valuable part of the work. The large yard adjoining the school furnishes space for a school garden in which each child has a part. Field excursions are made at suitable times during the year. Visits are also made to museums and places of historical interest in and near the city. The art work consists of freehand drawing from casts and nature, designing and a study of color combinations and contrasts. Pencils, crayons, and water colors are used. Sight singing is taught in all classes.

Yard and Grounds.

Yard and Grounds.

The corps of teachers of the intermediate school for boys has been reorganized and the instruction brought to the highest efficiency. The principal has been selected not only for his educational and teaching ability, but also on account of his special qualifications to associate with and influence boys at this critical time of life. He is a graduate of both Normal school and college, and as such, realizes that thoroness is of first importance in elementary teaching, and interests his pupils in the larger opportunities and broader outlook that comes with higher education. His assistants are all teachers of special qualifications and successful experience. The instruction is so planned as to meet each boy's individual needs, and to help him in the formation of right habits of study. Both before and after the regular sessions, the boys have the privilege of a study hall, where they may complete the preparation of lessons under the direction and assistance of teachers in charge. Those who fail in their work are required to use this opportunity to make their progress more satisfactory.

Dining Room, Friends' Central School.

The location of the Friends' Girard Avenue School, on the northwest corner of Seventeenth street and Girard avenue, is especially convenient to a large residence section. Seven different trolley lines pass within a square of the school, making it easily accessible from the western, northern, and northwestern parts of the city. A beautiful, well-equipped gymnasium has been added to the school during the last year. It occupies the entire third floor of one wing of the school building, and in pleasant weather is flooded with sunlight thru nine large windows. In addition to the regular gymnasium instruction in physical culture given during school hours, the gymnasium is open in the afternoon to children who wish to play there. Games of basket ball, pass ball, bean bags, etc., played under the care of a teacher, but without unreasonable restraint, prove very enjoyable during the winter months. The course of study comprises a kindergarten and the first six years of school training. Upon the completion of the course, children are admitted to Class E of Friends' Central School. Those who have maintained a high standard of scholarship in any branch thruout the year are exempt from examination in that branch.

The Friends' West Philadelphia School is located at Thirty-fifth street and Lancaster avenue. The school building was erected in 1901. It is thoroly modern in arrangement and construction. The rooms are well lighted and heated; the plumbing is thoroly modern; the drinking water is filtered and sterilized before reaching the coolers. Ample play grounds afford excellent opportunity for outdoor exercise. The course of study covers six years, at the end of which pupils are admitted to Class E of Friends' Central School.

A Class in the Biological Laboratory.

Physical Training and Athletics.

Altho the primary purpose of school is to develop the intellectual powers of the pupils, and thereby qualify them to meet the demands of higher education or of commercial life, yet a modern school fails in an important service due its pupils unless it provides also for the systematic development of their physical powers. That this training may be adapted to the individual needs of the pupil, the physical director of the Friend's Central School makes a careful examination when the student enters, and again near the close of the term. In addition to a wide range of strength tests and such measurements as will indicate the extent of physical growth, this examination includes such tests of the eyes and the ears as will detect serious defects in these organs.

Physical Laboratory.

Unless excused by a physicians' certificate, every pupil is required to do regular work in the gymnasium under the direction of an efficient instructor. All the athletic interests of the school are managed by an association composed of students. This organization holds regular meetings, elects its own officers, and the captains and managers of all teams, and subject to the approval of the physical director and the principal, formulates all regulations governing athletic interests.

Toward proper athletics the school maintains a liberal policy. The management believes that the spirit and the motives of the players, rather than the nature of the game, determine the value and desirability of any form of athletics. If the spirit of the team be right, there will be no place on the field for ungentlemanly conduct or anything that savors of professionalism. While the aim is to provide attractive physical exercise for every pupil in the school—the weak as well as the sturdy—care is taken by the physical director to prevent excesses, and to keep interest in sports from overshadowing interest in study.

The Friends' Central system of schools has been particularly fortunate in securing for a term of years a lease on "Parkside," the fine athletic grounds at Belmont and Parkside avenues. These grounds are acknowledged to be the finest in the city available for the use of schools. They provide a foot ball field, a base ball diamond, a one-fifth mile cinder track, and seven tennis courts. There are grand stands, both covered and open. Forty lockers, with individual keys, and ample facilities for shower baths, are provided for the use of the students. These grounds are enclosed and all intruders and disorderly persons are excluded. The utmost care is taken to have them safe, satisfactory and desirable in every way.

Assembly Room, Girls' Department.

The Physical Director, E. Wilson Cober, is well known to those interested in school athletics. He is a man of straight, clean habits, an experienced and successful athlete, just the right kind of man to be in charge of boys in their sports. Under such management, parents feel confident that the atmosphere of the athletic grounds will be thoroly clean and wholesome, that no indecency, vulgarity, or unfairness in sports will be permitted. The greatest care will be taken to maintain the school athletics on the highest plane.

Library.

In addition to regular work prescribed in physical culture under a competent and careful director, the girls enjoy many forms of suitable exercise in the gymnasiums and the yard. Each class has its basket ball and gymnasium teams, which, in a series of inter-class contests, compete for school trophies. All of these recreations and privileges are under the direct charge and supervision of a woman who is a specialist in physical culture for girls.

The Natural History Field Club is a popular organization formed by the lower classes of Friends' Central School, and is under the supervision of the instructor in biology. Its members gain much pleasure and profit from frequent excursions to field and wood, from visits to museums, and in giving entertainments, to which patrons and friends of the school are invited.

The manual training shop forms an important feature of the school equipment. In the process of making interesting and useful articles, the pupil becomes familiar with the various hand tools. The course extends thru two years, and combines the systematic development of the "Russian System" with the practical results of "Swedish Sloyd."

Libraries.

Pupils have the privilege of the large and well-selected library at Fifteenth and Cherry streets, accessible from the school grounds. Each department of instruction is also well equipped with maps and charts, and with working libraries, especially helpful in the class room and study hall.

Public speaking and debate are valuable features of school experience. Pupils have constant, almost daily, drill in public speaking. At stated times, general literary exercises, consisting of readings, recitations, and reports on current events, take the place of regular class recitations. In the work of the Inter-Scholastic Debating League, Friends' Central has taken a creditable part.

The school magazine 'the *Blue and Gray*, is solely the work of the students. Its business managers and editorial staff are selected by the pupils from among their number. While the head of the department of English offers suggestions and counsel, it is intended that the school magazine shall be to the student body a source of pleasure and helpful experience.

The principal of Friends' Central School, J. Eugene Baker, is also superintendent of Intermediate and Primary Schools.

Assembly Room of the Kindergarten and Prim ary School.
Frances Haines, Principal.

The Daily Newspaper in Geopraphy Classes.

By SUSAN PERRY PECKHAM, New York.

As footnote to "A Course of Study in Geography," Mr. Hine's helpful article in the JOURNAL of August 18, these remarks may, I hope, seem in place.

Manual Training Shop.

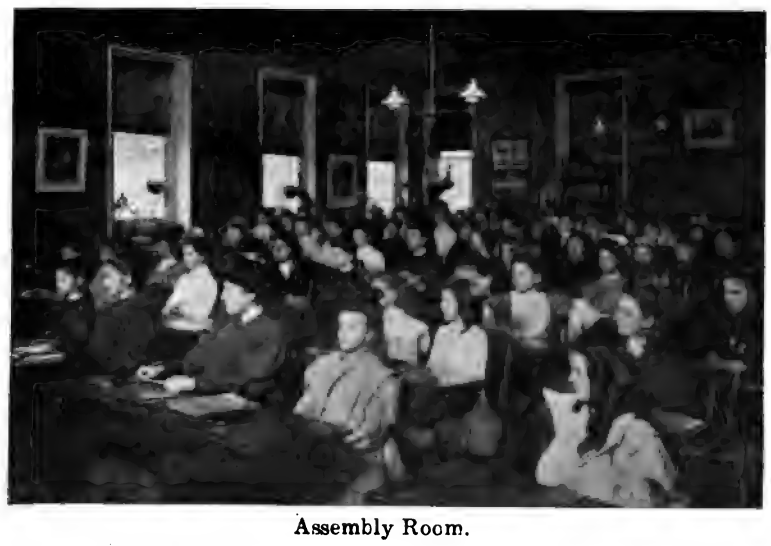
I think that even yet the newspaper is not used nearly so much in geography classes as it might be with delight and most substantial profit. Only one or two of the simplest uses may be suggested here—lessons given with newspaper in hand. It would be a long article that could deal with the many methods of instruction by newspaper clippings.

Speaking now of New York City classes, the daily papers issued in the home city of these youngsters are very much alive, very congenial in many respects; there's no lack of timeliness. It is an urgent school duty to teach the children gradually how to read these papers; and rather more of this can be done, with economy of time and strength, in the geography class than in others. To show children the entertaining (and at the same time valuable and pure) things in the papers, getting them into the habit of looking confidently for these things—means to keep them from having eyes or time for the pernicious reading matter. And in the geography class is special opportunity to do this naturally.

Gymnasium.

For whatever grade, whatever part of the geography course, the newspaper offers fine material. As examples, I take up at random a clipping from a recent issue of the *Evening Post* (which paper I have thru many years found especially satisfactory for this purpose.) This first is headed: "Derelicts' Long Wandering," and begins: "Lying in the water with hull awash the wandering derelict *John S. Deering*, of Bath, Me., was sighted. Low in the water, with only the stumps of her fore and main masts showing." I wish I might give the whole account, because it is so well told and so fitted to interest a wide-awake class—or to wake up a class. But there are often accounts just as good of derelicts, icebergs, and so forth. I have never found a derelict stupid to a group of boys and girls.

As for information in the reports, there is usually too much—the teacher must choose from many kinds, and from many points, those to be discussed, looked up on the map, straightened out in minds. This derelict was "1,000 miles west of Queenstown when sighted on July 18 by the White Star liner *Celtic* from Liverpool, which arrived to-day." (July 25). It is not needful to mention the dozen geographical exercises suggested in those lines. Further on, the report reads: "Directly in the path of westbound steamships on the North Atlantic passenger route—in latitude 47.13 north, longitude 31.48 west." (For gaining full understandng of latitude and longitude, practice with such items of news is most acceptable to pupils, while they are taught and tested thoroly.) Then follows a sketch of the derelict *Deering's* career, bringing in names of coast ports, with cargo offered by each, and with characteristic allusions to Cape Hatteras, the Gulf stream, etc. "Dismasted," "waterlogged," etc., are words with which the children should get familiar and which are seldom in geography text-books; and the whole briefly-told story is excellent for written reproduction as exercise in English composition.



Assembly Room.

The Illustrations on This Page are From Photographs of Classes in the Friends' Intermediate School for Girls, at Philadelphia
Emma Waln, Principal.

Not to mix matters too much, I choose one more "sea piece," tho my space is quite too scant to do justice by it. "Hungry on the High Sea" reads the big heading; and the smaller: "A Tiger Ship that Acted as a Good Samaritan," etc. There is about

What the Public Schools Are Doing for the Filipinos.

By JAMES LEROY. Republished from a Manila daily paper.

So much contradictory testimony is published as to the nature and probable results of the work done in the American schools in the Philippines that really first-hand, competent testimony gains special importance. A good deal of what passes for competent discussion of the Philippine school work is written by whilom sojourners, some of whom have not been near a schoolhouse in the islands. Other contributors, claiming to have been visitors to these schools, have nevertheless told to the readers even of our serious political reviews, incidents and classroom conversations therein which fall under the category of things "interesting if true." One such story has been circulated as an anti-imperialistic document. An undue proportion of the articles written for American periodicals by American schoolteachers in the Philippines have been written by the sort who proved uncongenial or unfitted for the work, and have within the past few years been weeded out of the teaching force, voluntarily or involuntarily, returning to the United States, therefore, in a critical mood.

The teachers in the Philippines who have been in the work since 1901—some of them even longer, beginning back in the days of the military government—now call themselves the "Old Guard." They are yet young in experience in the Philippines, as real experience in an environment so different from that at home should be regarded. But they are of the sort who prove to have the necessary staying power and the right qualities and disposition; and they have now, as it were, caught their "second wind" in the matter of opinions upon things Philippine and Filipino. Testimony from these men and women is the most valuable of all; no one of them has had the experience to enable him to survey the whole situation comprehensively; but, on the other hand, each one can give detailed testimony that comes most intimately close to the truth regarding conditions in the islands. They, of all Americans, have come closest to the masses of the Filipino people.

Some extracts from an article contributed to "The Philippine Teacher" by E. J. Albertson, a teacher who has had almost five years' experience in the schools of Misamis province, are of interest and value to every American who takes a concern in the broader aspects of the "Philippine question." It should be said, by way of preface to these extracts, that Misamis province lies on the northern coast of Mindanao, and comprises a sort of fringe of mostly poor and little towns of Christian Filipinos (Visayans in the main), lying next to the unexplored interior or to the territory of the Moros. Naturally this was a rather backward portion of the Philippines when American occupation began, and hence not the most favorable region for progress. It should be said also that Mr. Albertson is speaking primarily of the Filipino masses, not of the few aristocratic families whose manner of living was altogether more pretentious. I select only the most significant paragraphs of this article:

Old established customs of the home that we regard as superstitious and queer are gradually giving way to modern ideas. Rarely does one now encounter, upon paying a visit to the home of a pupil, that cold, foreign attitude of suspicion on the part of the parents and other members of the family that formerly characterized such occasions.

. . . The two or three bony dogs, fighting cock, or family pig, at the entrance to the Filipino home, as was formerly the case are gradually being dispensed with, or are being relegated to their proper places. Nor does one have to pass over a stained floor, hang his hat on a dust-covered hat-rack supported by cobwebs, or seat himself in a greasy, dirty chair, that at once puts a finishing touch to his suit of clean white clothes, so frequently as before. Instead of saddles and fish-nets, he finds on the walls pictures and drawings, made, perhaps, by some member of the family. The furniture, what there is of it, is arranged with some degree of taste, and odds and ends are not found hidden in half-secluded nooks.

In the matter of cooking, eating, and sleeping perhaps the greatest changes have been wrought. First of all, pigsties and chicken-roosts are being removed from the kitchen, better facilities for cooking are being substituted for the old ones, dining-tables, with tablecloths, are gradually coming into daily use, and the practice of eating the food from the floor is becoming less common than formerly. The practice of the whole family eating from one common dish is being discontinued in many families, and greater use is being made of knives, forks, and spoons. Where it is possible, the family occupy two or more sleeping-rooms, instead of the one large one, as was formerly the custom. And the people are learning the desirability of using beds instead of the floor for sleeping purposes. Nor are all the windows of the bedroom closed tightly at night, as was formerly the case. Thanks to the lessons learned in hygiene classes, the children are persuading their parents to pay more attention to the matter of ventilation.

Permit me to quote an instance of the changes that are going on. One of the students who is attending our provincial school is a Chinese mestizo. He is boarding with Chinese relatives. I have known him for more than four years, and can say that I had never seen a more unkempt, mannerless person than he appeared to be the morning I first saw him, standing in the store of one of his Chinese relatives. I recently had occasion to pass by the boarding-house of this young man, and what I saw in his room was indeed in marked contrast with the surroundings. Shelves and decorations were on the walls. There was a place arranged for everything he used. His mirror, tooth-brush, water-glass, bookcase, etc., were all found to be conveniently and artistically placed. This boy, during the past two years, has changed from a rough, ignorant, and ill-mannered fellow to a neat, care-taking, and observant student. He exerts a great influence for good on his fellow-students. Out in the province, in his home, is found the stamp of the American schools. Pictures and fancy needlework adorn the walls, and the home in general is well ordered. If schools can work such a change for good in such a home, how much more may we hope for in the purely Filipino home?

. . . Schools are teaching the Filipino people to appreciate the dignity of manual labor, which fact is manifesting itself most forcibly in the home. Where in past years the (better class) Filipino home was overcrowded with slaves, who were made to do all the housework, we find the sons and daughters in many families now doing this work. An American teacher setting up a half-dozen pieces of hyloplates, or carrying a couple of large packages of books home, or a lady teacher, with her sleeves rolled up, doing some ordinary household duty, have demonstrated to the Filipino boy and girl that manual labor is not for some, but for all; that instead of shunning work, because it is undignified, we should cling to it for the joy it gives. In many of the homes of our pupils the girls are doing their own washing, ironing, sewing, and even making their own clothes. In families where there are

What Worcester, Mass., is Doing in School Gardening: A View of the Vegetable Garden of Bloomingdale School.

it has been by this heroic band of art apostles. All unseen, unknown, unrecognized, and unencouraged, they have petted, cared for and sustained the little beauty waif, till now she bursts upon us, strong, well-grown, radiant, beneficent, one of the prime aids in our difficult "civilization." Workers in the music of the public schools of the States—*Salve.*

The first evidence of coming maturity of the music-waif in the public schools was the awakening of the "normal" idea as related to its teachers, and the establishing of the Normal School for their proper preparation. A Mr. H. E. Holt, of Lexington, Mass., was the first to undertake this work in a modest personal way; non-governmental and not free, but sincere in motive and most helpful. This was a beginning. It materialized the principle, accented the necessity, established the prestige. For many years normal music work was more or less regularly carried on, strengthening the stakes and lengthening the cords towards that only hope for true musical advancement—musical education.

Recently there has come to the country a great awakening upon this matter. Today the normal movement in connection with school music is almost the fashion. Summer normal schools are springing up all over the country, as branches or as imitators of example set by two strong "head centers" in Boston. None of these are governmental, or free, as logically they should be. But all are doing good in the right direction. They are speaking distinctly to public opinion, which, growing intelligent in its art sight, has become extremely restless under the mediocrity, or worse, of self-imposed, unauthorized music teaching (?).

Detailed account of the scope, activity and personality of this new feature of music life would make interesting reading. Hope, encouragement, inspiration, pour through results. Enthusiasm, earnestness, sincerity, govern the minds of the workers, faculties and students, for the former are brought together from many centers the most advanced and capable music workers in the schools. To these are added the best authorities of the music field outside who show possession of strong educational tendencies.

Each summer there assemble at these different points hundreds of students—supervisors, music teachers, grade teachers, special teachers, at close of the year's labor from all States of the Union and paying their own personal expense, in the common desire to become better equipped for their positions. Music work of all grades from primary through high school, is dealt with, in regular class drill, recitation, lecture, practice in imparting, discussion, etc. All by educational processes, graded outline, course program, all thorough and certain, all bounded by examination. Choral and part song, theory, and harmony, sight-singing, even conducting and exhibition, or entertainments departments, are included. The best, most approved, most practical methods for imparting everything, are made the chief end and aim. Can the value of such effort to general music intelligence, not to speak of music art, be overestimated.

Two new outlooks now loom up from the horizon. One the possibility of making these schools or institutes (including actual normal teaching, with discussions as to progress, method etc., and meeting in various localities) supersede the old "National Educational Association," meeting in one center, which must ever be "remote" from all others in the Union.

The other outlook is the great "reach beyond" the old fashioned type of music-teaching (?) so-called, of one pupil at a time, by one teacher at so much a time, ungraded, unsystematized, unprepared, unexamined, unsupervised, unauthorized. (This does not apply to the individual teaching of artists properly previously prepared.)

Results coming from the public-school music teaching, rapidly advancing with the advancement in Normal training work, are indicating to our people what is possible in the line of musical education when properly organized. This possibility may never be realized in its fulfilment in connection with the varied work of public schools. But by it is clearly indicated the necessity and the practicability of that prime necessity to the music art of a Republic — the free national music-school system.

An Entertainment for Memorial Day.

Reported by ANNA LINEHAN.

The assembly hall of Public School No. 39, in the Borough of the Bronx, was tastefully decorated with the national colors in honor of Memorial Day. A beautiful silk flag was presented to the school by the Women's Relief Corps of the Alexander Hamilton Post of the G. A. R.

The "Patriotic Drill" was especially enjoyable. Sixteen of the younger girls and boys took part. Each child carried a wreath of red, white, and blue, which added to the appearance of the motions and tableaux. The white dresses of the children made the colors in their wreaths more pronounced.

"The Old Flag and Spirit of 1776" was participated in by twenty-four of the larger boys, and consisted of a whistling chorus with drum accompaniment, also vocal duet and chorus by the boys, and tableaux at the end, all of which was loudly applauded by the audience.

The older girls carrying garlands of smilax, entered first and formed lines on either side, with the smilax arched above their heads, producing a bower effect. Following them came tiny girls dancing thru this bower, each child carrying a handful of daisies.

The physical culture exercise coming at the end of the first part of the program, gave an opportunity to have the windows opened, and the pupils were given a few moments for conversation, which furnished the necessary relaxation.

The recitation of Adelaide Procter's poem, "The Storm," was very effective, for the *Miserere Domine* at the end of each verse was chanted in a minor key by the pupils, the *Gloria tibi Domine* coming out full and clear in the major at the end of the last verse.

It was inspiring to hear that assembly of children repeat in unison: "I pledge my allegiance to the flag, and to the Republic for which it stands. One Nation indivisible, with liberty and justice for all," and s the same time waving the flag of the Union.

Entertainments of this kind give to Memorial Da in the pupils' minds, a dignity which befits the occ sion and can never be eradicated.

The program given by this school, of which Mi Emile J. Litchenstein is principal, may be of help t other teachers. Here it is:

PART ONE.

1. Reading of the Scriptures ....Rev. Dr. Arthur Brool
2. Hymn, "O Paradise,".....Scho
3. Recitation, "Welcome,".....Lillian Herb
4. Chorus, "Welcome Sweet Spring Time,".....Scho
5. Recitation and Song, "Flowers for the Soldiers,"
.....Alice Beyer and Selected Pupi
6. Recitation, "The School-House Flag,"..Charles Conn
7. Patriotic Drill,.....Selected Boys and Gir
8. Piano Duet,.....Ruth Berkman and Gertrude Josep
9. Quotations.....Selected Pupi
10. Chorus, "Sweet Memories,".....Scho
11. Recitation, "A Great Man,".....Seymour Se
12. Drill, "Our Soldier Boys,".....Selected Boy
13. Reading, "The Flag,".....Harry Doy
14. Motion Song, "Swanee River,".....Selected Gir
15. Physical Culture,.....Scho

PART TWO.

1. Trio, "Sweet and Low,".....Scho
2. Recitation, "Union and Liberty,".....Kate Lippn
3. Smilax and Daisy Drill.....Selected Gir
4. Duet and Chorus, "Tenting To-night,"
.....Tessie Katz, Morton Davis and Scho
5. Sheridan's Ride.....Annabel Goldstei
6. Chorus, "Right Make Might,".....Scho
7. Recitation, "The Storm,".....Kathryn Kenn
8. Chorus, "Hail Columbia,".....Scho
9. Recitation, "Which General?".....Frank Mall
10. { The Old Flag.
{ Spirit of 1776.....Selected Pupil
11. Columbia Frolic.....Selected Boys and Girl
12. Chorus, "Nobly Our Flag,".....Scho
13. Presentation of the Flag by Women's Relief Corps
of the Alexander Hamilton Pos
14. Acceptance of Flag.....Morton Davi
15. Salute to the Flag.....Scho
16. Chorus, "Star Spangled Banner,".....Scho
17. Addresses,.....
18. Chorus, "America,".....Scho

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Notes of New Books.

BEGINNING LATIN, by John Barss, Latin Master in the Hotchkiss, Lakeville, Conn., enters the ranks of the first books in the Latin language. The book has excellent features to recommend it, among these being the excellent arrangement of having the exercises for class drill together at the back of the book; the placing of forms for inflections together in "boxes," and the typographical excellencies. The author evidently writes after successful experience as Latin instructor. (The University Publishing Co., New York. Price, $1.00.)

Verne. LES ENFANTS DU CAPITAINE GRANT. Edited by Edith Healy. Cloth, 12mo, 127 pages, with notes and vocabulary. Price, 30 cents. Jules Verne's books have given constant delight to young people in France—to say nothing of older persons—and they are quite as suitable for students in this country who are beginning to read French. LES ENFANTS DU CAPITAINE GRANT affords a thrilling account of the adventures of two children in search of their shipwrecked father. It is told in language easy enough for pupils to follow with enjoyment, yet the style is by no means childish. Notes and a vocabulary complete the book. (American Book Co., New York.)

A new edition of THE ELEMENTS OF ENGLISH GRAMMAR AND COMPOSITION has just been published in the Webster-Cooley Language Series. The book is intended for use in the two last grades of the grammar school. The authors have used rare judgment in the selection of quotations for illustrative purposes, for a close study of passages from the works of Whittier, Van Dyke, and Riley, can not fail to stimulate a real interest in those authors. Professor Webster points out, in the preface, the inestimable value of oral composition in the acquisition of a pure style in speaking. He says, in part: "To be able to say well five or ten sentences upon a definite topic is a great accomplishment—one of inestimable value." The average pupil writes much more grammatically than he talks; hence the need of a careful application of the rules of grammar to every-day speech. The subject matter of the book is well arranged, and the spacing of the rules of syntax is an especially attractive feature. (Houghton, Mifflin & Co.) A. L. W.

In her new historical reader, AMERICAN HERO STORIES, Miss Eva March Tappan aims "to introduce in informal and friendly fashion some of the makers of American history, and to provide a simple, broad foundation for future study of history and biography." The book will certainly accomplish its purpose, for the old tales are related in a delightfully fresh and interesting manner. The illustrations have been admirably chosen, and the suggestions for supplementary work, which are given at the end of each chapter, will prove very helpful to the teacher. (Houghton, Mifflin & Co., Boston.) A. L. W.

The First Book of the "Our Language" series came from the press some time since. The publishers, Messrs. B. F. Johnson & Co., announce that "The Second Book" is ready for distribution. It was written from the conviction that carefully graded lessons in language and well selected specimens of literature ought to make the most interesting study in the entire curriculum of childhood. Every line was dictated by experience in the schoolroom, by long study of language problems, and by the desire to adapt all the material used to the needs and limitations of the pupils. Explanations are first given of each principle presented, and these are followed successively by apt illustrations, compact definitions, and practical exercises. Exercises in language alternate with simple interpretations of literature, the author believing that it is the duty of a book of this sort to attract the pupil to good literature as well as to drill him in correct language.

The book is divided into two parts. Part I. treats of the parts of speech, with exercises in sentence structure, familiar quotations from the Bible and Shakespeare, remarks in big and little words, an exposition of the fundamentals of spelling and punctuation, pointed anecdotes to be retold, and many selections of masterpieces of prose and verse. Part II. begins with the paragraph. This is followed by letter-writing, many letters of famous men to children being given. Sentences and parts of speech are treated with more detail and completeness than in Part I. As in Part I., there is a constant appeal to the pupil's originality and to his power of imagination, the author realizing that no two pupils are alike and that no exercises should be chosen that do not minister to the diverse needs of different individualities. (B. F. Johnson Publishing Co., Richmond, Va.)

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The Board of Education of OHIO has recently placed the leading publications of this Company (including Graded Classics, Colaw & Elwood's Arithmetic and Our Language) on the supply list of that State.

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J. L. Hammett Company have recently published a little pamphlet that is of particular interest to teachers and school people generally. It is entitled CONTAGIOUS DISEASES OF CHILDREN, and was compiled by Mr. George H. Johnson, superintendent of schools, Hyde Park, Mass. The book contains a great deal of information which every teacher should have at hand. Its chief authorities are Doctors L. Emmett Holt, Herbert M. Larrabee, Wm. H. Burnham, Richard E. Cabot.—(J. L. Hammett Company, publishers, Boston, Mass.)

Catalogs Received.

Complete Price List of School and College Text-Books—The American Book Company, New York.

Thirty-fourth Annual School Report of the City of Wilmington, Del. (For 1905.)

Annual Report of the Board of Education, Newark, N. J.

Annual School Report, Webster, Mass. (1905-1906.)

The John Crerar Library, Eleventh Annual Report. (For 1905.)

Report of the Public Schools of Springfield, Mass. (For 1905.)

Public Schools of Jersey City, N. J., Authorized List of Books, Stationery, and Supplies.

Manual of the Public Schools of the City of Chester Pa. (1905-1906.)

School Report, Attleborough, Mass. (For 1905.)

The Trade School of Indianapolis, Ind.

Catalog of Pierce School, Philadelphia, Pa. (1906-1907.)

The University of Minnesota Bulletin, College Announcement, 1906-1907.

Catalogue of Fisk University, Nashville, Tenn. (1905-1906.)

Bulletin of Yale University, President's Report for 1906.

Catalog of Williston Seminary, Easthampton, Mass.

Alma College Bulletin, Alma, Mich.

Hackley Manual Training School, Hackley, Mich.

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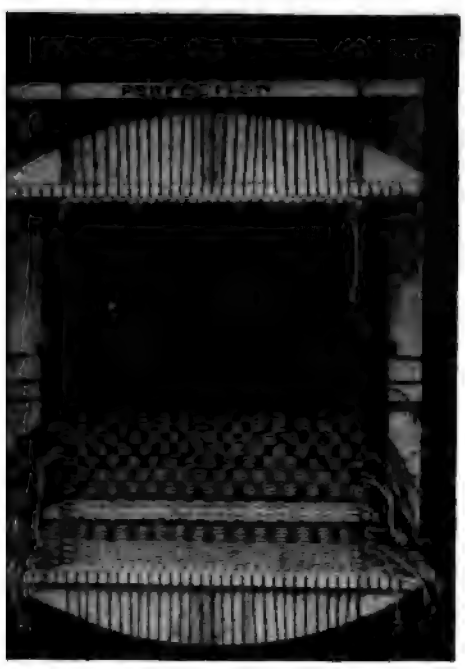

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Educational Outlook.

According to the last report of former U. S. Commissioner W. T. Harris, there is being expended in this country annually for education a sum nearly equal to one-half the cost of the National Government. The enrollment in schools and colleges, public and private, is in round numbers, 18,000,000. Six hundred and seven institutions of higher learning have a total attendance of 118,000, and they have a teaching staff of 17,599 men and 4267 women. The number of students in technical courses of study, especially in engineering lines, is increasing rapidly, and additional courses in these lines are being constantly established.

The attorney-general of the state of Ohio has decided women are eligible as school board examiners. Miss Mary Fitzgerald, of Middletown, is the first woman to receive appointment under the decision. She is said to be well qualified, both in scholarship and experience, for the position of county school examiner.

The report of Supt. Charles X. Foos, of Reading, Pa., shows that there were 13,207 pupils in attendance at the public schools last year, besides 973 in the evening schools. There were 10,498 promotions.

Miss Martha McCauley has been elected dean of women at the University of Colorado, which is situated at Boulder. Miss McCauley goes to Colorado from Wellesley College, where she was associate professor of history. She studied for several years at Oxford, England, and she obtained the M. A. degree at Wellesley.

Because of the phenominal growth of Atlanta, Ga., an unprecedented number of school children is looked for this fall. The Board of Education has been all summer preparing to cope with the increase. The writing system in the schools has been changed from vertical to the intermediate slant.

A reunion of former pupils and teachers was of the Manchester school, Independence, Pa., was held August 23. It was one of the most important events of the year in that section of Pennsylvania. Several of the pupils who attended the first school, in 1838, were present. These were all more than eighty years of age.

A total of 776 scholarships in the Illinois state normal schools has been issued by State Supt. Bayliss. A new law provides for giving one scholarship in every town where there are any applicants for the test.

Free Text-Books in Columbus.

Between 35,000 and 36,000 books are necessary to install the free text-book system in the first four grades of the public schools, and free arithmetic text-books in the fifth and sixth grades in the Columbus, Ohio, schools. The cost will probably exceed $10,000.

The distribution of free text-books has been made very systematic. The methods of other cities have been studied by Mr. Hensel, the librarian, and Superintendent Shawan. Complete records of the books will be kept in the library, showing the condition when issued to be new, good, fair, or bad, as the case may be, and giving a total for the number out, so that this total compared with the books purchased, will give the stock that should be on hand. When the teacher returns the books she classifies them in the same way, as "new, good, fair, or bad," and also "worthless" or "lost" and the total. If books are lost or are damaged by the pupils, the teacher collects the money due on them and also enters these collections on the list she returns with the books from her room.

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binding, will be a set of rules enacted by the board, which are as follows:

Rule 1.—This book must not be marked upon with ink or a pencil, and it must be kept clean.

Rule 2.—If a pupil loses or injures this book, he must pay for it; if condition is new, full price; if good, three-fourths; if fair, one-half; if poor, one-fourth, of price.

Rule 3.—This book must not be taken from the school, except by permission of the teacher for the purpose of study at home.

Rule 4.—This book must be returned to the teacher when the pupil leaves school.

In Washington.

At a business meeting of the Board of Education of Washington, D. C., on August 15, Superintendent Chancellor made the following recommendations:

"No appointment, promotion, transfer, or dismissal of any director, supervising principal, principal, head of department, teacher, or any other subordinate to the superintendent of schools, shall be made by the Board of Education, except upon the written recommendation of the superintendent of schools.

"All appointments of officers, teachers, and employees hereafter made shall in the first instance be for one year, at the expiration of which time, if satisfactory, they may be appointed to continue during good behavior and efficiency, unless otherwise ordered by the Board of Education; any such officer, teacher, or employe may at any time be assigned or transferred by the Board of Education to any school, group, or grade, or may be removed at any time by the Board for incompetency or such other cause as may, in the judgment of the Board, be deemed sufficient."

German in the Cleveland Schools

The study of German is to be dropped from the first four grades of the elementary schools of Cleveland. The change was recommended by Supt. W. H. Elson, and approved by the Board of Education.

It was agreed that no teachers of German should be dropped from the payrolls. Other work would be given to teachers who might suffer from the change in the course of study. In making his recommendation with regard to German, Superintendent Elson made several timely statements concerning the revision of the course of study in general. Among other things, he said:

"Such revision would include a readjustment of subject matter looking to a closer correlation of related phases of work, to the emphasis of fundamentals and to the judicious elimination of non-essentials. It would look less to differentiation or isolation of subjects, especially in the primary grades, and more to an emphasis of their interrelations; for example, geography and history are closely related as cause and effect, and may be combined advantageously in instruction; in this way facts are taught in their relation to other facts, and the work is made more purposeful.

"In like manner such a course of study would make the point of contact for the constructive activities the subject matter of geography, history, literature, etc., which subject matter these activities are intended to exemplify and of which they are the outgrowth. Handwork has distinct value in the early training of children when it serves to give reality and meaning to certain facts in the study of life as treated in their regular work in literature, geography, history, etc., but is of doubtful value when it exists merely for its own sake. By combining the manual training with the drawing in the primary grades, the work will be unified and simplified.

"In general, the application of this principle will result in the saving of time which may be assigned to the so-called essential studies. The mastery of reading requires considerable time, especially in large classes. For the most part good reading is established, if at all, in the first four grades of the elementary school, and it is a question whether the time allotted here may not be further increased (without loss to the German) by postponing the study of German till the beginning of the fifth grade, at which time the pupils begin the study of language time the pupils begin the study of language structure."

Correspondence Anniversary

The management of the International Correspondence Schools, of Scranton, Pa., are planning to celebrate the fifteenth anniversary of the founding of the schools by keeping open house. It is proposed to have present from every state, as well as several foreign countries, in which there are numerous students. It is possible, too, that from 100 to 200 students, from far away states and foreign countries will be brought here, so as to forcibly illustrate the scope of the schools.

The schools will be thrown open to visitors on that day. Tho the management will request the city officials and the business men to observe this day as a holiday, and close their offices and stores, the attaches of the schools will all be at work at their desks, so that visitors can see them at work and realize the scope of the institution and nature of the work.

In the evening there will be a meeting in the Lyceum theater, admission to which will be by invitation, at which addresses will be delivered by men of national reputation. Following the meeting a banquet will be held at the Hotel Jermyn for the noted visitors, while a second banquet will be given in honor of the heads of departments and the district superintendents. There will be thirty-eight of the latter in the city at that time.

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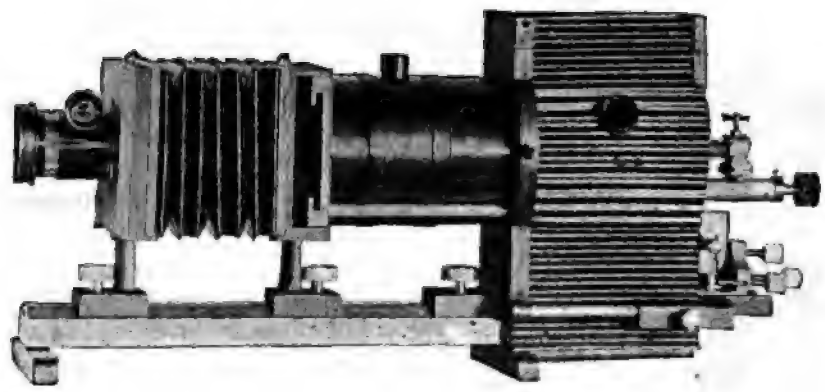

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Education in Washington State.

"I believe the student who graduates from the Washington state college as Pullman stands .25 per cent. better chance of succeeding in life than if he graduates from any of the big eastern colleges," was the surprising statement of Prof. W. J. Spillman, agriculturalist of the bureau of plant industry of the government department of agriculture at Washington, D. C. This school is a technical, agricultural, and scientific institution of learning, which has long been recognized as one of the finest in the West, but Prof. Spillman's praise came somewhat unexpectedly. Continuing, the professor said:

"Washington and the Inland Empire may be proud of this school. Any student who can enter the freshman class at Pullman can enter the freshman class in any of the biggest universities in America. Furthermore, it will take him four complete years to finish the course at Pullman, while in most of the big universities and colleges it is possible for him to complete the course in three years. In most ways the student in that splendid school at Pullman is better off than in the big eastern colleges. In the eastern institutions, students are taught by tutors, especially in the first years. They only catch a distant glimpse of the members of the faculty. The college at Pullman is not so large but that the students come in actual contact with the professors. The faculty is an exceedingly strong one. President A. E. Bryan is a big man, and unusually capable as an educator. Prof. O. L. Waller, who has the department of irrigation engineering, is a man of great ability. Prof. George Severance, assistant agriculturalist, is a young man, but will bear watching, for he has before him a splendid future. Prof. S. B. Nelson, of the department of veterinary, is a man of great value to the state. The school has 40 or 50 members in its faculty, and these men are capable of, and are making a great institution. In its civil engineering department it is as finely equipped as any school in America. There is a constant demand for graduates from this department, which demand the school is never able to supply. No graduate from this department ever has made a failure, and I do not suppose there is a man among these graduates who is not getting from $100 to $300 a month. Some of the other departments are just as strong."

The day when school teachers from the east can come to the state of Washington and expect to pass the examinations with greater ease than they would at home, has passed. Gradually the standard of scholarship is being raised by the board of education, and this is evidenced by the large proportion of failures to pass the quarterly examinations held recently. Never before have there been so many failures. The work of marking the papers of the May examination shows that of 1,294 applicants, only 581 were successful. In Spokane county, of 160 applicants, only 69 won certificates. The government statistics show that there is less illiteracy in the state of Washington than in any other state in the Union, and the people are determined to continue to merit this record.

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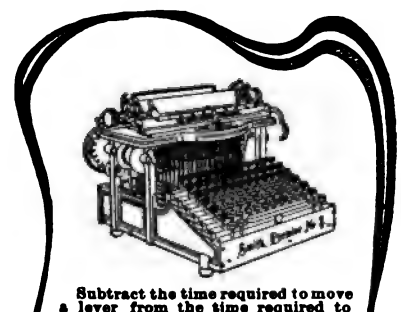

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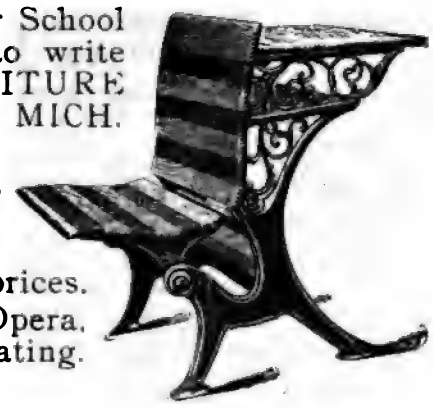

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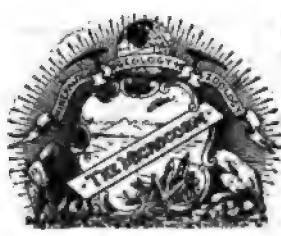

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Commissioner HARRIS says: "Every school in the United States, in my opinion, should have these collections."

agreed to donate ten acres and $25,00(to be placed in escrow, and delivere over to the church when the latter ha erected buildings worth $75,000. Rev J. Jesperson, of the Swedish Lutheran church, has had plans prepared, showin imposing buildings, and a curriculum including music, literature, art, science a business course, and a normal trainin school. The buildings proposed includ an auditorium capable of seating 4,00(or 5,000 people. This church has n college west of the Missouri river.

The county superintendents of th state of Washington met recently in con vention, and among other business adopt ed resolutions favoring the nomination o all state, county, and municipal officer by the direct primary, approving th proposition of Gov. Mead that a stat reformatory for those who are not con firmed criminals be built, in favor o two conferences of high school instructor next year, and favoring an amendment to the state constitution removing th restrictions as to the number of terms a county officer may serve.

Prof. J. A. Tormey, superintendent o the public schools in Spokane, report that there were 12,579 pupils registere during the past school year. In 190(there were 6,233. The registration mor than doubled in six years.

The Wenatchee commercial club i now attempting to secure a busines college for Wenatchee, Wash.

STOREY BUCK.

The Year's Progress.

The most significant educational hap penings of the year are mainly nodes o phases of general movements, and ma best be considered in connection wit the larger tendencies which they repre sent, says an editorial writer in th recent "educational number" of *Th Outlook*. There is, first, that democrati spirit which cares for human being because they are human and becaus they are citizens, and seeks in edu cation to make the most of every one, whether his talent be great or small. It is a spirit which is working itself out in provision for the exceptional needs of defective, delinquent, and unfortunate children. In some European countries and more recently in our own, specia classes and even special schools hav been established, in connection wit city systems of schools, for that middl class of pupils who are not really defec tive nor delinquent, but are not quite u to the lower level of normal childhoo and youth. On the whole, we are stil lagging in this matter. But in one direc tion there is notable progress, namely in the establishment and maintenanc of juvenile courts. Starting in Chicago very near the close of the last decade o the nineteenth century, the erection o such special courts has gone steadil forward, and with markedly good results The movement has finally received th indorsement of Congress and the Presi dent in the shape of legislation for th District of Columbia, and a juvenil court was accordingly opened in th city of Washington on the second day o July, 1906. The natural concomitant of juvenile courts, child-labor laws whic are enforced and compulsory educatio which compels, have also made a sub stantial advance.

Juvenile courts, parental schools, an schools and classes for backward o forward children, flexible grading o schools to adapt them to various grade of ability—all of these things and man more involve an advance in specialism in educational affairs. A well-informe English visitor has, only this year, ex pressed surprise that, with all of our tal about the specialist and the expert i education, we still have so little of exper knowledge in positions where it can b more effective, and repose so little con

fidence in it when it may be had. Are we, indeed, making any progress in this matter? An answer may be found in the reorganization during the past year of the city school system of Boston.

Boston, which had in 1874 a school committee of one hundred and sixteen members, and ever since 1875 a committee of twenty-four members, has now, under the Storrow Bill, which went into effect on the first of January, 1906, a committee of only five members; and this committee seems intent on doing the business of an education board in a systematic and effective manner, relying on the supervising body for the pedagogical management of the schools. Dr. Stratton D. Brooks, who has been called to the superintendency, is charged with the large responsibility of directing this pedagogical side.

Along somewhat different lines the educational system of the District of Columbia has also been reorganized. Instead of a Board of Education of seven members, appointed by the Commissioners of the District, a Board of nine members is now provided, to be appointed by the District Supreme Court. The salaries of teachers are advanced, and provision is made for automatic promotion, with increase of salary. Various other changes are introduced by the new law, among them provision for hygienic and medical inspection.

We are peculiar among the nations in our regard for spontaneity in education. Far down in the grades we expect our pupils to educate themselves. In the high school they educate themselves by the management of their own school societies, school journals, school athletics; and all in adolescent imitation of college life. In college all manner of student activities abound, but they reach their highest stress and strain in intercollegiate athletics. The past year has been marked by a reaction from the extreme of *laissez faire* in the relation of school authorities to these activities. In Kansas City, Chicago, Spokane, and several other cities, boards of education have provided for the regulation or the suppression of high school fraternities. The whole country over, public attention has been sharply directed to the reform or the suppression of intercollegiate football. This game has so often been reformed to no purpose, that a great many intelligent people, both within and without the colleges, have become very tired of such reform. After various conferences, one of which was initiated and participated in by the President of the United States, a revision of the rules governing the game has been made by the Inter-collegiate Football Rules Committee. It remains to be seen whether this revision will meet the demand for thorogoing reform.

There have been single occurrences which of themselves have profoundly concerned the educational world. The death of William Rainey Harper, President of the University of Chicago, at high tide of his career, was one of the most sorrowful occurrences of the year; but the manner with which he awaited and met his death, showing forth the greatness of his spirit, made it one of the most inspiring. There have been other sore losses by death: General John Eaton, ex-Commissioner of Education of the United States; William L. Prather, President of the University of Texas; Albert Prescott Marble, Associate Superintendent of Schools of the city of New York, and other men and women of wide usefulness. Dr. Prather was succeeded in the presidency of the University of Texas by Dr. David F. Houston. Professor Martin G. Brumbaugh has succeeded Mr. Edward Brooks as Superintendent of Schools of the city of Philadelphia. Mr. Carnegie's beneficent provision for the pensioning of aged college and university teachers has taken effective form. Already the Carnegie

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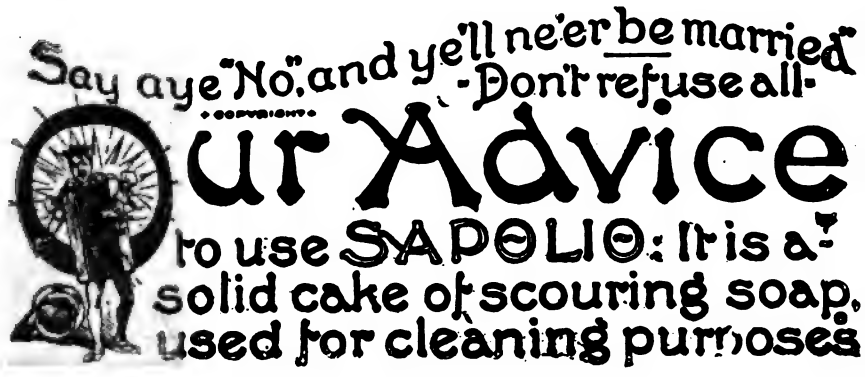

Foundation for the Advancement o Teaching has adopted general rules o procedure which will not only relieve th needs of many worthy servants of th public good, without hint or semblanc of charity, but will at the same tim greatly quicken the general movement o higher education. Dr. Henry S. Prit chett has resigned from the presidenc of the Massachusetts Institute of Tech nology to assume the presidency of th new Foundation. Mr. Carnegie has agai taken part in the educational activity o the time by his new foundation, th Simplified Spelling Board. The destruc tion of San Francisco involved very grea losses on the side of education. Out o sixty-eight public school buildings in th city, twenty-nine were destroyed, togethe city, twenty-nine were destroyed, to gether with the City Library and thre other great libraries and numerou smaller but not insignificant collections The Leland Stanford Junior Universit suffered heavily from the same disaster i the destruction of some of its fines buildings, and the losses of educationa equipment in some of the smaller citie of California were very serious.

All of these are happenings at home The international spirit in education which last year and the year befor found expression in the great Expositio at St. Louis and in the visit of th Mosely Commission and the Royal Prus sian Commission to this country, ha received new confirmation during th year just past in the endowment by Mr James Speyer of the Theodore Roosevel professorship at the University of Berlin This chair, under the joint administra tion of Columbia University and th Prussian Ministry of Education, ca hardly fail to spread abroad among th more highly educated classes in Ger many a better knowledge of America history and American ideals. Alread Professor John William Burgess has de livered at Berlin the first series of lec tures on this new foundation, his subject being drawn from the political histor of the United States.

Among the educational movements the year in Europe, the first place mu be given to those affecting the relatio of Church and State in the field of el mentary instruction. For the past tw or three years the religious question ha in an unusual degree, troubled the edu cational atmosphere. France was th storm center a year and more ago. No the center is in the English Parliamen But Prussia, too, is greatly disturbed.

A new school bill is now before th Prussian Diet, which deals with th sources of school maintenance, definin the proportions of the funds which sha be provided respectively by the Sta and the community. The bill looks an increase of local taxation, and th under the Prussian system, involves clear demarcation between confession and non-confessional schools. The Li eral parties favor the latter type of scho (*Simultanschulen*), in which children all denominations receive instructio from the same teacher. Such schoo are, on the whole, less expensive tha those maintained separately for the se eral religious denominations, and th are advocated on other grounds as we Hitherto they have been generally o posed to the Government. It seem altogether likely that the outcome of th hot contention now going on will be th triumph, at least for the time, of th Conservatives and the party of the Cen ter (Roman Catholic), who stand for th denominational schools.

A writer in the *Medical World* says tha as a pain reliever nothing equals an kamnia tablets. He says they do no depress the heart, but rather strengthe it. The adult dose is two tablets. The are obtainable from all druggists, an precaution would advise keeping som about the home.

Here and There.

The San Francisco office of the Remington Typewriter Company advise that their Employment Department is again ready to assist competent male and female stenographers to positions. Living expenses are a little higher than before the fire; salaries in proportion. The Remington Employment Department is at the service of every worthy operator.

Some of our stenographic friends in the United States who avail themselves of the services of the Remington Typewriter Employment Departments in different cities may not be familiar with the fact that this service is not confined to the American offices merely—it is world wide. A case which illustrates the efficiency of these bureaus abroad came to our attention recently. The official Pan-American Congress, to be held in Rio de Janeiro, wanted a French stenographer—a good one. They were unable to find what they wanted at home, so they cabled all the way to Paris to have the Remington office there arrange the matter for them. The expense of cables, transportation, etc., amounted to over $1,000. Of course, there was no charge for the work done by the Remington office in Paris, for this service is free to all stenographers the world over.

Bennett's Latin Grammar has just been adopted for exclusive use in six high schools in Cleveland, Ohio. The success of this book has been phenomenal.

Messers. Selden Smith and A. E. Shumate agents of Ginn & Company, have located their office at 1247 Broadway, Oakland, Cal.

Putnam's Magazine Revived.

Messrs. G. P. Putnam's Sons, of New York and London, announce that in October next they will begin the publication of *Putnam's Monthly*, which will constitute a reissue of the magazine first published by the late George P. Putnam in 1853. With the new *Putnam's* will be incorporated *The Critic* Magazine, which has been issued by Messrs. Putnam's Sons since 1898.

It is a little more than half a century since the late George P. Putnam issued the first series of the magazine that bore his name. The editorial responsibility was placed in the hands of Mr. Charles F. Briggs ("Harry Franco"), but the publisher himself gave valuable service as counseling editor, and it was largely owing to his initiative that *Putnam's* became the first distinctly American magazine.

While the greater number of the magazines printed at that time in the United States were made up of clippings from English magazines, *Putnam's* contained no material that was not prepared expressly for its pages. Its appeal to the patriotic pride alike of its readers and contributors constituted an important factor in securing for the new periodical a cordial reception. While the rule was adopted of publishing all the contributions anonymously, it was well known that the magazine had secured from the start writers who had already won distinction, while in the course of the succeeding years it brought to the knowledge of the reading public a number of promising newcomers.

"The Potiphar Papers" and "Prue and I," of George William Curtis, "Fireside Travels" and "The Moosehead Journal" of James Russell Lowell, the "Cape Cod" of Thoreau, the "Have we a Bourbon Among Us?" by Dr. Hawks and Mr. Hanson, and the spirited political articles in which Parke Godwin outlined the principles and formulated the platform of the coming Republican party—these and many similar noteworthy contributions were hailed as constituting a new departure and as establishing a new standard for American magazine literature. Like its forerunner of the earlier Victorian period (the suspension of which was an incident of the commercial panic of 1857), the new *Putnam's* will be a magazine of general interest, but of a decided literary character. Precedence will, as before, be given to American themes and writers, but contributions from over the sea will be welcomed whenever they seem likely to meet the special interests of American readers. Social topics and questions of the day will be considered, with due philosophical detachment, by writers who have given special attention to the essay form of literature. Politics, in the more local or partisan sense of the term, will lie outside of the general purpose or range of the magazine, but space will from time to time be made for studies of national and of international policies, and for analysis of political tendencies on both sides of the Atlantic.

While fiction is not to be the special characteristic of the new *Putnam's*, place will be reserved for stories of a distinctive character. New books, which in subject-matter and in character appear to possess more than ephemeral interest and importance, will be reviewed at length; others will be recorded, classified, and, so far as space permits, criticised. In short, the editors hope, as many editors have hoped before, to produce a magazine that shall be at once authoritative and attractive, and that shall leave untouched few themes that are of essential or vital interest, while they hope no subject will be touched that will not be both illuminated and adorned.

The regular contributors to *The Critic*, whose papers have won an increasing circle of appreciative readers, will be retained for the new magazine. The department which has for a number of years been included in *The Critic* under the title of "The Lounger," the responsibility for which has rested with Miss Jeannette L. Gilder, will be retained in *Putnam's*, finding place at the close of the number. It is proposed in the new magazine to include artistically produced illustrations for all articles the subjects of which can thereby be more effectively presented.

Swimming.

Swimming and the knowledge how to do it sometimes saves lives. Perhaps more often the absence of knowledge how to swim causes the loss of lives under the distressing conditions told so often in the newspapers. In Germany and to almost as great an extent in England swimming is part of the school curriculums and young men and women are taught to handle themselves in the water quite as much as how to walk or run on land. So far this element in the education of boys and girls has been quite neglected in America, there being hardly a single exception to this statement. And this notwithstanding that it has been repeatedly proven that no other form of bodily activity produces such wonderfully good results in health, strength, and power as swimming, when correct methods are used. The importance placed in swimming in the instruction of the cadets at Annapolis and West Point for our army and navy is evidence in this line. This deficiency has been pointed out many times by writers and swimming instructors but their words have not produced much in the way of results. In a new book now in press, "The Art of Swimming," by Richard F. Nelligan (American GJmnasium Co., Boston), the author presents in a very concise and practical manner the first step in the direction of making swimming part of the physical education of college men. At Amherst College, beginning next year, swimming will be required of all men and examinations will be conducted to prove their ability. Other colleges and universities may be expected to follow this lead which has already attracted the attention of the

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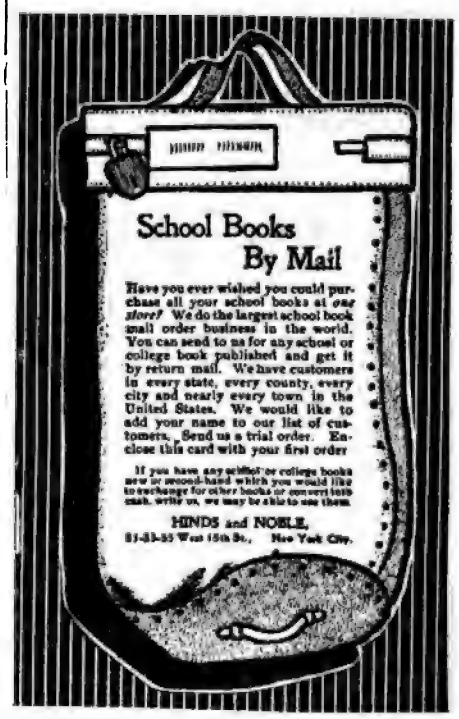

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Massachusetts Humane Society, which has consented to award its special certificate for proficiency in swimming and life saving to students of this college who pass certain requirements. The society, which is the oldest of its kind in the country, is likely to extend the privilege to other institutions that provide the proper opportunities for teaching the art.

Free Scholarships in Nurse Training.

The Philadelphia School for Nurses has purchased large properties at 2219–25 Chestnut Street, Philadelphia, and will extend the benefits of the Free Course in Nursing to young women of every rural community and of the smaller towns and cities thruout the entire country.

The course is two years, but may be shortened to eighteen months by six months' reading and study at home.

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The object of those who are providing the funds for this work is to ultimately extend the benefits of skilled nursing to every village and township in the land.

Nearly 200 free scholarships will be available this year.

Poor William.

A short-grass paper tells the following on Bill Jones, a local merchant who went to Kansas City last spring to buy goods. The goods were shipped immediately and reached home before he did. When the boxes were delivered at his store his wife happened to look at the largest, and, uttering a loud cry, called for a hatchet. A neighbor, hearing the scream, rushed to her assistance and asked what was the matter. Mrs. Jones, pale and faint, pointed to an inscription on the box, which read "Bill inside."—*Baltimore American.*

An Effective Hint.

A certain well-known lawyer excelled in cross-examination. His gift of humor often served him where other methods were unsuccessful. For instance, a young woman in the witness box was asked her age. She hesitated to reply.

"Don't hesitate," said the lawyer. "The longer you hesitate the older you are."

The witness took the hint.—*Pearson's Weekly.*

A Revelation.

If there are any doubting Thomases or Maidens fair, or those unfair, who fain would be fair, let them use Dr. T. Felix Gouraud's Oriental Cream and prove the efficacy of what the proprietor has so long tried to impress on the minds of all, in nearly every part of the world. As a Skin Purifier and Beautifier, it has no equal or rival. If the reader would prove the virtue of Oriental Cream, use it where a scratch or slight cut, or where a black head or pimple is troubling you, then you see its healing and purifying qualities—if it does its work well, then read the advertisement again for further testimony of its virtues, and by using Oriental Cream renew both Youth and Beauty.

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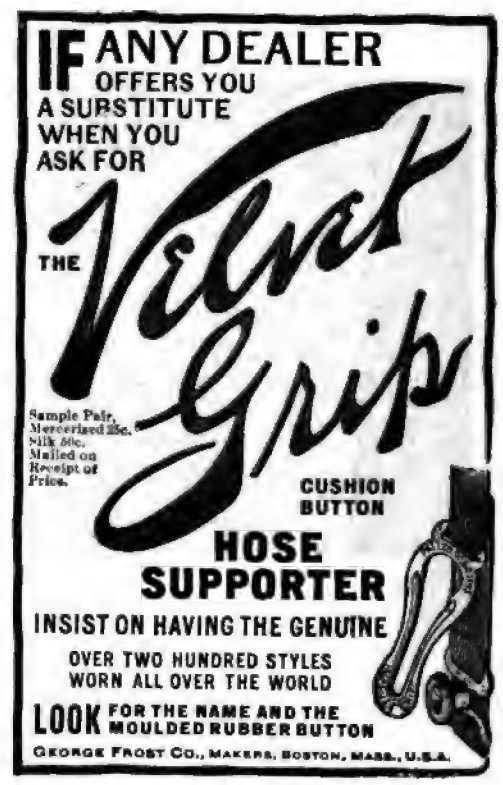

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At the Beginning of the Year.

Editorial in September *Teachers Magazine*.

School begins again.

Open the doors wide to let hope enter in; hope that the year may reveal new opportunities for enriching the lives of others; hope that there may be no regrets; hope that enthusiasm will hold out to the end, never weakening, never doubting; hope that we may never cease to grow.

Open the windows wide that the sunshine of good cheer may enter in; cheer that sustains youth; cheer that keeps the heart young, and the eyes bright; cheer that makes the "grown-up" a comrade of the children.

Open the hearts wide, that a kindly spirit may enter in: Kindly affection toward every child; affection that seeketh not her own, is not easily provoked, thinketh no evil, hopeth all things. It is this spirit which gives to teaching its true worth, which leads the young to the fountains of life. The kindly eye can see the gold that grime and dirt hide from other eyes. The kindly eye sees, not a class, but many individual children, each with a nature, with ambitions, with feelings of his own. The kindly eye sees in teaching what the eye of Horace Mann saw in it: "Coöperation with God in the education of mankind."

With hope and cheer and kindliness, the new school year must yield rich fruitage. For the teacher himself the gain will be even greater, if possible, than for his pupils. All the wealth of the nations cannot buy a cheerful heart, a heart that draws its strength from hope, and grows by kindly thoughts and kindly deeds. This cheerfulness is not to be found in the market-places of the grown-up world. It is something that is born with us all, but fades away when we lose our youth. In no occupation are the fountains of this youth so abundantly fed as in teaching, if we but knew. The more's the pity, if the teacher fail to grasp these opportunities.

What are the danger signals? Loss of the sense of humor, irritability, self-sufficiency.

Sense of humor is the fruit of highest wisdom. It is a twin sister of kindliness, that smiles because it sees all the world smile, and the passing cloud is no more than the ugly mask thru which the knowing child sees the merry eye of his loving father. The cross words spoken by a pompous grown-up, and other self-appointed judges of creation, can no more subdue it than can poor digestion—your own or that of your superintendent—or the cock that crows at early dawn. Good humor is free of the pettishness which sees an affront in every remark and every letter, in every unfortunately-framed request. It is well to make for the thoughts, and actions of others even more allowances than we would have these make for ourselves. Good humor is the best allowance there is.

Irritability is death to happiness. It is the meddlesome gossip that is constantly whispering to us of evil plans and evil persons arrayed against us. Fun-loving youngsters may cheer the lives of the cheerful, but to the irritable they are annoyances which the old Adam has brought into the world. The sun was created for the express purpose of freckling the face, and the rain for spoiling patent leather shoes, and the wind for ruffling the hair about the head.

Could anything be worse than irritability? Yes. And its name is self-sufficiency. There is hope that irritation may exhaust itself, but self-sufficiency never. Irritation interferes too much with the business of the world to be permitted to go undisciplined. Self-sufficiency is left to itself.

There is no hope for the teacher who is self-sufficient. How can he awaken a thirst for knowledge in others when he himself no longer thirsts?

Cessation of growth is death.

If I had the making of the laws I should decree that a teacher who stops growing forfeits his position thereby. There never can be a time in teaching when one can say to one's soul, "Soul, thou hast now much experience laid up for many years. Take thine ease and read no more of the ways of other teachers, nor listen to the voice of him who has thought much of what is good for the children of men."

School has begun. Have you opened the doors to let in hope? Have you opened the windows to let in the sunshine of cheer? Have you opened your heart to let kindliness take up its dwelling therein? Will you keep on growing? Can you smile? Will you smile?—for a whole year?

Then good luck to you on the way.

Commercial Education.

Frank V. Thomson, who is to be the principal of Boston's new Commercial High School, has been spending several months in Europe in making a thoro examination of the commercial schools in Germany, Italy, Switzerland, and other countries. The Boston *Transcript* prints a very interesting statement by him which gives the results of his investigations in Europe.

Mr. Thompson says that the commercial schools in Italy, Switzerland, Austria, Germany, Belgium, and France have all passed the experimental stage and are component parts of the educational scheme of those countries and are considered especially valuable. In Italy the Government usually encourages the extension of such instruction by granting large subsidies. The same is true of Switzerland; but to a greater extent. In that country there is scarcely a city of even moderate size which has not a flourishing school of commerce. The town of Neuchatel, which has less than 18,000 inhabitants, has a commercial school of 700 boys and young men. The fine building, with its splendid equipment of laboratories, is superior to any school structure in Boston, and Mr. Thompson says he was surprised to find about two dozen American boys in that school receiving their education for business careers in the United States. Austria has a very complete system, Vienna alone having fifteen lower commercial schools and four higher schools of commerce. There were 1,200 young men in one of these schools.

Germany Takes the Lead.

Germany takes the lead in the matter of commercial education. There are four kinds of commercial schools in that country, all under control of the State. One kind gives an elementary training for business to boys up to the age of 16 or 17. Then there is a higher kind of commercial training, and then, again, commercial universities of the same grade as the usual German universities. The fourth kind of commercial education is the apprentice institution. Boys are not turned adrift educationally at the age of 14, as is the case in this country. The German Government demands that all the apprentices of whatever occupation shall attend class instruction for ten to twelve hours a week for three years. This is not done by haphazard evening instruction, but in regular schools during the daytime.

Schools in France and England.

France also has a fine system of commercial schools. In the corridor of the High School of Commerce in Paris can be seen the purpose of the school stated in these words: "The High School of Commerce is intended to complete by means of higher studies the instruction given in special educational establishments, and to impart to young

men leaving grammar schools and other institutions the technical knowledge necessary in managing business, whether trade, manufacturing, or banking. The High School of Commerce also trains candidates for the consular service, capable of worthily representing France in international relations."

England has no schools of commerce in the strict sense. The realization of the need, however, is growing. The invasion of German young men, well trained and capable, into the business houses of England is forcing a recognition of the desirability of a proper business education. Germany has put her millions into technical schools, and has no problem, Mr. Thompson says, of the unemployed. Instead, there is a scarcity of labor. He says that the United States is not making "our weight count commercially as we should."

The new High School of Commerce in Boston is a necessary outgrowth of the demands of the times. Whatever is good and worthy in the foreign systems is to be incorporated in this school.

Dr. Johnson on Change in Spelling.

The New York *Times* calls attention again to the words of caution which Dr. Samuel Johnson prefixed to his famous "Dictionary of the English Language," in 1755. These sum up, no doubt, the strongest arguments which the opponents of spelling reform can muster in defense of their attitude. An admission of weakness is supplied in the paragraph beginning "Even in the words of which the derivation is apparent, I have often been obliged to sacrifice uniformity to custom." Now the news comes from Oxford that Dr. Murray, whose scholarly dictionary is universally regarded the highest authority on English, has declared himself emphatically in favor of the reforms advocated by Brander Matthews and his associates on the Simplified Spelling Board. Would it be presumptive to suggest that if Dr. Johnson were alive to-day he would stand on the same platform with Dr. Murray?

Here is the part of Dr. Johnson's preface, to which the *Times* refers:

"As language was at its beginning purely oral, all words of necessary or common use were spoken before they were written; and, while they were unfixed by any visible signs, must have been spoken with great diversity, as we now observe those who cannot read to catch sounds imperfectly and utter them negligently. When this wild and barbarous jargon was first reduced to an alphabet, every penman endeavored to express, as he could, the sounds which he was accustomed to pronounce or to receive, and vitiated in writing such words as were already vitiated in speech. The powers of the letters, when they were applied to a new language, must have been vague and unsettled, and therefore different hands would exhibit the same sound by different combinations.

"From this uncertain pronunciation arise in great part the various dialects of the same country, which will always be observed to grow fewer and less different as books are multiplied; and from this arbitrary representation of sounds by letters proceeds that diversity of spelling observable in the Saxon remains, and I suppose in the first books of every nation, which perplexes or destroys analogy and produces anomalous formations that, being once incorporated, can never be afterward dismissed and reformed.

"This uncertainty is most frequent in the vowels, which are so capriciously pronounced and so differently modified by accident or affectation, not only in every province, but in every mouth, that to them, as is well known to etymologists, little regard is to be shown in the deduction of one language from another. Such defects are not errors in orthography, but spots of barbarity impressed so deep in the English language that criticism can never wash them away; these, therefore, must be permitted to remain untouched, but many words have likewise been altered by accident or depraved by ignorance, as the pronunciation, and some still continue to be variously written, as authors differ in their care or skill; of these it was proper to inquire the true orthography, which I have always considered as depending on their derivations.

"Of many words it is difficult to say whether they were immediately received from the Latin or the French, since at the time when we had dominions in France we had Latin service in our churches. It is, however, my opinion that the French generally supplied us, for we have few Latin words among the terms of domestic use which are not French, but many French which are very remote from Latin.

"Even in words of which the derivation is apparent, I have often been obliged to sacrifice uniformity to custom; thus I write, in compliance with a numberless majority, 'convey' and 'inveigh,' 'deceit' and 'receipt,' 'fancy and 'phantom'; sometimes the derivative varies from the primitive, as 'explain' and 'explanation,' 'repeat' and 'repetition.'

"In this part of the work, where caprice has long wantoned without control, and vanity sought praise by petty reformation, I have endeavored to proceed with a scholar's reverence for antiquity and a grammarian's regard to the genius of our tongue. I have attempted few alterations, and among those few perhaps the greater part is from the modern to the ancient practice; and I hope I may be allowed to recommend to those whose thoughts have been perhaps too anxiously employed on verbal singularities, not to disturb, on narrow views, or for minute propriety, the orthography of their fathers. It has been asserted that for the law to be known is of more importance than for it to be right. 'Change,' says Hooker, 'is not made without inconvenience, even from worse to better.' There is in constancy and stability a general and lasting advantage, which will always overbalance the slow improvements of gradual correction. Much less ought our written language to comply with the corruptions of oral utterance, or copy that which every variation of time or place makes different from itself, and imitate those changes which will again be changed while imitation is employed in observing them. This recommendation of steadiness and uniformity does not proceed from an opinion that particular combinations of letters have much influence on human happiness, or that truth may not be successfully taught by modes of spelling fanciful and erroneous."

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How to Get Simplified Spelling Into the Schools.

Prof. BRANDER MATTHEWS, Columbia University, in The New York *Times*.

In the plain-spoken paper on the "Problem of Spelling Reform," which Prof. Skeat read before the British Academy last May, and which has been published by the Oxford University Press, that ardent and accomplished student of English contemptuously brushed away all the ignorant objections to the progressive simplification of our spelling and urged a number of further omissions of needless letters. Prof. Skeat, it may be well to note, has accepted membership in the Simplified Spelling Board, and so has Mr. Henry Bradley, the co-editor (with Dr. Murray) of the monumental Oxford Dictionary. But Prof. Skeat's proposed reforms are far more radical than the practice of the editors of the Oxford Dictionary, and even than the recommendations of the Simplified Spelling Board. In fact, these recommendations seem very conservative, indeed, when set alongside those suggested by the editor of the "Etymological Dictionary."

The distinguished British scholar makes it clear that he desires immediate orthographic improvement for certain purely scientific reasons, for the sake of the English language itself, and in order to make our noble tongue a fitter instrument for the work that lies before it. But he also gives two practical reasons why English orthography ought to be bettered as soon as possible. The first of these reasons is that a simplification of our spelling would save both time and money: "Every one would gain by it; the writer would have fewer letters to write, the printer would have fewer letters to print, and the reader would have fewer to spell and to read." And then Prof. Skeat supports this practical argument with another which is strictly scientific: "Many ambiguities would disappear, and the written record would exhibit a closer approximation to the sounds which it professes to represent."

Then he brings forward a second practical reason for adopting these improvements, "that the task of learning to read would be considerably simplified, and the time taken to achieve that task would be considerably shortened to the equal delight and profit both of teacher and pupil. In this case there can be no doubt at all that the sums thus saved to the nation would be very considerable." Even more important than the saving of money, would be the saving effected in the plastic period of childhood, when every minute is needed to supply the young with the training that will best equip them for life. That more or less of this precious time must be wasted in mastering the misleading intricacies of English spelling is obvious to all of us. But just how great this waste is no one can say with certainty. Dr. Harris, relying on certain experiments in the St. Louis schools, concluded that it amounted to a year or so. Prof. Calvin Thomas, in his presidential address to the Modern Language Association, made a rough-and-ready calculation and arrived at the conclusion that more than a year and a half of a child's time was spent unprofitably in learning how to spell.

Unfortunate as is this loss of time, our pitiful orthography has another and even more serious disadvantage, known to all teachers. It contradicts the spirit of modern education, which is based on training the pupil to see things for himself and to make his own deductions from what he has seen. The aim is to lead the child to observe, and then to generalize the result of his observations into a rule. But our present spelling runs counter to this effort. Observation will not help the child; and he must incessantly disregard analogies, because there are often many different symbols for a single sound and many different sounds for a single symbol. Prof. Lounsbury has pointed out that one sound—that of "e" in let, is represented in at least seven different ways—"e" in let, "ea" in head, "ei" in heifer, "eo" in leopard, "ay" in says, "ai" in said, and by "a" in many. The sound of "o" in so is even more absurdly misrepresented—so, sew, owe, O, oh, bow, roe, boat, beaux, bureau, hautboy, yeoman, though. Here is confusion worse confounded. Here is chaos come again. What are the children to do? How can the teachers help them? All analogies fail, and no rule is possible. The sole resource is to cram the memory, and to reject the result of observation and of reason. This not only wastes the time of the child, but it also upsets and contradicts the training he has been receiving.

This is reason enough why all good citizens should wish to see the spelling of English simplified, and to aid in the introduction of simplified spelling into our schools. Yet there is another reason potent with all who want to have our orthography more exact scientifically and more efficient practically. If any real advance is to be made in the next few years, it must begin with the young. The more mature will rarely take the trouble to adopt the simpler spelling; they have wasted time in acquiring a mastery of our present orthography, and they are unwilling to spend any more in acquainting themselves with the latest improvements. Even if they are in sympathy with these improvements, even if they have conquered their natural prejudice in favor of the spelling to which they have long been accustomed, still they feel themselves too old to learn new tricks. They are willing to let well enough alone.

This is the obstacle which confronts all who seek to better our orthography; and it is not easy to overcome. It forces all the advocates of improvement to be cautious, to go very slowly, to urge nothing violent or sudden, to be as tolerant and as persuasive as possible, and to be satisfied with faith unaccompanied by good works. But the children have no prejudices in favor of spellings that ought to be discarded. They prefer the simplest possible form. They welcome the orthography that conforms to analogy. They can be soon won to the good cause; and when they are grown up their children can be led to accept still further simplifications. And thus the good work will go on slowly, generation after generation, until the users of the English language at last recover the phonetic sense, which has been lost in consequence of our orthographic muddle, but which is possessed by the users of every other language.

And this brings us to the question which stands at the head of this paper. How can we get simplified spelling into the schools? And the answer is easy, even if the process is likely to be long. To get simplified spelling into the schools we need only educate public opinion to believe that this is what ought to be done. When once the public has made up its mind that the spelling of English ought to be simplified and that the best way to begin is with the school children, then the teachers and the superintendents and the school boards will be only too glad to do what will be expected of them. It is not for us to tell them how to do it; the successive steps to be taken may be left safely to the skill of the teaching body.

What is needful is to focus attention on this important subject, and to arouse a lively interest in it. People must be made to see that there is nothing sacred about our accepted orthography;

In every field of effort men are found and are needed, who can think and give expression to their intellectual outgoings. Most of the "realized product" are self-made men.

How then shall the community safeguard its future by training others to take their places? What is needed is an education which will lead to power, not to mere knowledge; which will lead to power, not to mere repetition of what already has been done by men of power.

The capital error of much of modern education has been the demand that those who are to be doers should at once be taught to do. The consequence has been that things once too much neglected have been greatly overdone, and the drawing table and the molding board, the herbarium, and the laboratory, and a dozen other so-called practical things, have shouldered aside the things which demand rapid, consecutive, accurate thought—let us say, for example, Latin parsing and mental arithmetic.

The great cry in another quarter has been that the habit of observation has been neglected. Yet coincident with this cry, the "word picture" method of reading came into vogue and the time given to spelling was decried. DeQuincy has pointed out that the man who is a close observer rarely becomes a deep thinker, while the deep thinker readily becomes a close observer.

But of the many fallacies from which we have recently suffered, the worst is that which has taught that education should be accomplished by the selection of easy, and in themselves interesting, means. The true statement of the idea is that in presenting difficult subjects the most attractive method compatible with thoroness should be used. In view of all the ruin resulting from the exploitation of "education made easy," the mind of the honest teacher shrinks from any compromise. The athlete must practise with the dumb-bell. The scholar must learn to find delight in drudgery. The young thinker must do mental tasks just because they are hard—in order that they may not be hard to-morrow and the third day. There are dead-lifts in life, and our youth must be trained to lift them. Only rare Samsons may in riotous strength run off with the gates of Gaza on their broad backs, but there is ever need of strong-thewed thousands to sap and mine in the long siege of the city "Success."

What we need to-day is to grip the fact that the world wants men who can think and learn and express themselves, and that our schools and colleges must supply such men—and women also. It seems that as yet there has been little success in replacing the older discipline of the classics and mathematics, topped off with philosophy and the physical sciences.

But the old curriculum is gone—gone, it is to be feared, past recovering. Those who are teaching in the schools to-day—a large part of those who are teaching in the colleges—never knew it, and look on it thru prejudiced eyes as a worthless survival of the Dark Ages. But the fame of the scholars and the men of letters it formed and informed, remains a noble testimony to its discipline for power. Without some well-digested system—admitting of room for real difference in talents and temperament, if need be—our national education is in danger of becoming a weak, invertebrate thing.

Only one thing seems certain—the hard commonsense of our people has stood stanchly for a well maintained mathematical training; and this important factor in sound thinking seems secure.

President Eliot chafes under "a return to Latin," and attributes it to the fact that the Latin is taught by the best teachers. A right royal admission; for if the teaching of Latin makes the best teachers, what learner would not be learning Latin! Greek, we are told, is dead. Not for the first time, surely. A college professor told me the other day, also, a boy had better read his Homer and his Sopl in translations. I forbore to ask him whose; only said, "Not my boy." Philosophy, too fallen on barren times; young men no longer att Butler's Analogy (the latest edition, however by one who seemed to have the gift of perp youth—William E. Gladstone), and the stuc the action of the brain when stimulated by electric current, has replaced the study of the when engaged in thought.

But we must not fear for the future, but pr for it. One thing must be held fairly befor eyes. Education must be for power, not for ple or for profit. In this stands the welfare o republic—education for power.

Demand For Trained Minds

By F. W. COBURN.

The cry of the great industrial corporatior men, always more men, highly trained and eff men, becomes more acute each year. An offic a public service corporation who applied earl month at one of the leading New England tecl schools found that every member of the gradu class was already engaged. Not every lad, of c was scheduled for a $10,000 position, but eacl every one had already been secured to be trie at a small salary, with the assurance that if, i language of the day, he "made good," he v speedily become one of the class of highly-paic ployes.

The growth of the electrical industries in pa lar, has been so remarkable that the manage transportation, lighting, and telephone comp are competing for the services of the best men, playing up the attractions of his branch of elec engineering.

A good example of a new kind of indu propaganda appears in a pamphlet on the su of "Telephone Engineering as a Profession," v the Western Electric Company, manufacture apparatus for the Bell system, has just publi The business of this branch of the telephone indu as of every other branch, has been growing l at so unprecedented a rate that the technical sc of the country are not turning out graduates enough to meet the demand. The result i Western Electric Company now issues, evid for the benefit of young fellows who have y choose their professions, an elaborate and definite statement of the advantages in the of telephone engineering.

Thruout the booklet an attempt is made to that this branch of electrical engineering is, o technical and professional side, just as impo and interesting as any other, and, indeed, in respects more so. A street railway engineer told a young man who was about to take up phone work: "Well, if you want to go in for sort of thing, all well and good. But if I were I would stick to straight engineering."

The pamphlet of the Western Electric Com seeks to correct the impression that the telep field, while affording ample scope for the electi and mechanic, offers no real chance for the tr engineer. It demonstrates that while the telep specialist does not have to handle immense loa send power at a high voltage over long distanc line, yet he has just as many intricate and fascin problems to encounter. The power plant, fo ample, of a large telephone central station, every respect as complete in all its details as power or lighting plant. As the book states, "I

current dynamos, generally in the form of motor generators in large cities, supply current to a complete storage battery, which, in turn, drives numerous alternators. In a large telephone switchboard as many as 15,000 incandescent lamps will be used for signaling purposes. Surely this is as many as are supplied by some lighting plants, so it is evident that the telephone engineer must also be a good power man."

Again, altho the currents of electricity used in telephone work is small, their very minuteness offers difficulties which test to the utmost the young engineer's capacity. Just a little too much or just a little too little, will work mischief in the service which modern man has come to regard as so important. As the technical expression is, "the alternating current wave, which is exceedingly complex in shape and character, must be transmitted without any variation of shape or frequency." Particularly in long distance work the engineers have tasks in the way of bolstering up currents so that speech may be properly transmitted from New York to Chicago, from Boston to Omaha, or Buffalo to New Orleans. Hardly any task is more difficult than that of keeping one of these very long lines in working order. A rain storm falling on a part of a 1,500-mile long line, may seriously affect the insulation, and therefore the transmission of messages. A leaf drooping upon the wires may cause trouble. It is hardly an exaggeration to say that every shadow thrown across the line has an appreciable effect.

Then the modern telephone engineer, in addition to his purely electrical problems, has to make economic investigations of great importance. In the engineering department of every company of the Bell system are men who give their whole time to development studies. The possibilities of a given territory in the way of telephone use are examined and charted. The growth of towns in the district, the increase of business, savings banks' deposits, all the other indications which tell about how much money people will be able to spend five years, ten years, twenty years hence for telephone service—these things enter into the calculations and statistical charts of the engineers. They afford an immensely fascinating study, and are very essential to the financial directors of the telephone system, who must be prepared accurately to forecast the amounts of capital required year by year in the expansion of the great industry.

Again, the engineer of an inventive turn of mind has prospects. Telephone equipment still lacks many features which will be perfected later. The task of the every-day engineer consists in much more than simply replacing worn-out parts. In the large size switchboards of to-day there are something like 1,300,000 soldered connections. Many of these parts are still susceptible of simplification and modification. One man, working over the switchboard, makes some little improvement. Another hits upon a hitherto unthought-of feature. So the switchboard goes on improving, and the well-known readiness of the telephone managers' to discard old appartaus, even if it is not completely used up, in favor of improved equipment, assures immediate recognition of the services of a man who can devise new things.

There are two ways by which the technical school graduate may enter the profession of telephone engineering. One of these is to become connected directly with one of the thirty-odd Bell companies of the United States; the other is to enter the service of the Western Electric Company, which manufactures the apparatus used by these companies. There are great advantages in either method of getting a start. Whatever is to be said on the side of working into the calling thru the medium of the Western Electric Company, is, naturally enough, set forth in their pamphlet, which seeks to demonstrate that, with main houses in Chicago and New York, and branch houses or manufacturing plants in Philadelphia, St. Louis, Pittsburg, San Francisco, Indianapolis, Denver, Des Moines, Kansas City, Omaha, Salt Lake City, and Atlanta, this is the largest telephone manufacturing house in the world, and can give the prospective telephone engineer such an insight into the making of the tools of his profession, as he could get in no other way. The big organization employs altogether more than 20,000 people in this country, and has, further, established manufacturing plants in London, Antwerp, Tokio, Berlin, and Paris, beside branch houses in Sydney and Johannesburg. So that there are great advantages ahead for the young man who begins at the bottom in one of the factories of the Western Electric Company, mastering the construction of telephonic apparatus in all the details.

The Western Electric Company has established regular courses of varying length for graduates of colleges and technical schools, so that a young fellow can go from department to department and thus secure a comprehensive knowledge of the whole industry. He will begin work, perhaps, in the foundry, where he will spend his time for a month in making molds and brass castings of the various types used in telephone manufacture. Then he is transferred for four weeks more to the drilling department, where he is initiated into the methods of operating multiple drill presses. Thence he is turned over to the milling department to become familiar with surprisingly fine and intricate measurements. Another month gives him some proficiency in working with the hand machine-lathes. Later on, time is expended in a large tool room in which all the finer tools used in the manufactory are made.

So on thruout the establishment. Even tho the student expects eventually to go into the operating rather than the manufacturing end of the telephone industry, he gets at the outset a practical knowledge of apparatus, which will stand him in good stead during the rest of his career.

The Western Electric Company publishes a list of some of the college men who were holding responsible positions in their employ at the end of 1905. This includes graduates of the following: Amherst College, five; University of Chicago, two; Cornell University, nine; Dartmouth College, nine; Hamilton College, three; Harvard University, two; Illinois College, one; University of Illinois, four; University of Kansas, one; Massachusetts Institute of Technology, seven; University of Michigan, five; University of Minnesota, two; Pennsylvania State College, one; Princeton University, four; Purdue University, one; Racine College, one; University of Rochester, seven; Rutger's College, two; Stevens Institute of Technology, one; Washington University, one; Williams College, one; University of Wisconsin, one; Yale University, one; the Government P. and T. School, Japan, three; Royal College of Dublin, one; University of Tokio, two. Other college men who may be considering the occupation of the telephone engineer are advised to write the chief engineer of the company, Mr. C. E. Scribner.

The reason for this earnest solicitation of college and scientific school men is easily understood when one realizes that the Bell telephone industry is increasing in this country at the rate of more than 25 per cent. per annum, compound interest, and that telephone engineers are looking forward to a day in the near future when there will be an average of at least one telephone to five people thruout the United States.

An Elysian Spot.

By JANE A. STEWART.

"None to say, 'where's your pass?'
None to say 'Keep off the grass!'"

The words, sung by children's voices, floated out loud and clear. The stranger, attracted by the sounds, left the broad driveway along which he had been strolling, thru one of the quiet sections of big Fairmount Park, Philadelphia, and followed the narrow gravel path which led in a curved line around an open space to a handsome big cream-colored Colonial mansion not far away. Nearing the thick green hedge which had at first concealed the grounds from view, the curious visitor saw an interesting and novel sight.

The grassy slope beyond the hedge was covered with lively parties of men, women, and children. Mostly children. They were everywhere. Some were rolling down the grass incline, and with screams and laughter getting up to repeat the performance. Others were shouting with delight as they dodged thru the fountain-like spray of the watering hose on the lawn. Still others were playing tag, pussy-wants-a-corner, and hide-and-go-seek. A few were quietly seated among the groups of older people at the tables, or on the grass enjoying a picnic lunch. A large number were riding and racing on bicycles, velocipedes, and tally-hos. A crowd of children, seated on the grassy terrace beside the vine-grown veranda, were singing the words of the song that had caught the ear of the stroller, above the babel of minor sounds.

Entering the enclosure, which had no gate, thru the open space at the edge of the hedge, and passing among the happy frolickers, the visitor was first drawn towards an erection from which subdued shouts of hilarity were coming. A stream of children ascended the flight of stairs under the slanting wooden canopy, then to disappear, laughing, into space. The mystery was solved on a nearer view from the farther side. The affair was a great sliding-board, the biggest and finest the stranger had ever seen. From the platform on the top, the children precipitated themselves down the shining polished surface of fine-grained wood, smooth as satin, singly, in pairs, in groups of threes and fours, on their sides, sitting up, reclining, and some of the boys in coasting fashion, flat on their stomachs. The din was almost deafening. And no one app to enjoy the fun more than the jolly man seemed to be a sort of boss, watched the boys they did not act rude, and made the sliders ke regular line for the return ascent and the next

The visitor found himself in the centrifugal c of a lively amusement place. Swings, crowde of happy youngsters, were flying back and under the trees and on wooden frames. A lon of impatient children stood waiting to be "n See-saws carried their festive loads up and d Small sliding boards were being used by r crowds. Sleeping and cooing babies swung in mocks under the trees. Watchful mothers near. It was an Elysian spot. Sheltered the hot sun, under a pretty wooden pavilion, a party of little people were building and diggi the soft, cool, white sand, erecting houses and derful structures, only to break them down s

"Have a ride, mister?"

The amused visitor did not hesitate to ac and in a few minutes he was being propelled lively a rate as the running group of two-h motors could take him around the circle transv by the miniature merry-go-round. His knees al touched his chin, to be sure, for the coach in v he sat was not intended for an adult person, some were occupied by other big folks. Tw whirls and the laughing stranger stepped ou give way to the long line waiting their turn.

A tall, brown-eyed, smiling-faced, gray-h gentleman, who proved to be the director-in- of the festivities, and to whom the visitor spoke, invited him to go into "the Children's house," as he called it. Ascending the g slope, they approached the fine mansion wit dormer roof, big verandas, vine-grown columns big, cheerful windows.

It was delightfully cool and pleasant inside handsome building. The large clean basement concrete floors, making a fine resort, as well as ter, in case of a sudden storm. There was a p graphophone, music box, and games of all k in the commodious reception and game room the main floor. Very few children were here, a weather was so fine without. A trained nurse, was in attendance in ca emergency, was talking one of the mothers. The v took a peep at the finely equi dispensary, with medicine, dages, and every thing ne to care for the injured.

The crying of a baby gr the ear as the director op the door of the nursery up-s About fifty tots, of kinderg age and less, were here, pla on the rollicking mats, swi in the hammocks and jum The crying infant was take its mother into one of the ing rooms near. Several n ers were heating milk in diet kitchens. Others were ing tea and coffee, which carried in pails out to the p parties on the lawn.

"No, this is not a sanita nor a day nursery," said director, J. Foster Ogden. you can understand that the children come for play

The Slide—A Popular Diversion at the Children's Free Public Playhouse and Playgrounds, East Fairmount Park, Philadelphia.

A Party of School Children, from the City's Public Schools, Enjoying a Day's Outing at the Children's Free Public Playhouse, East Fairmount Park, Philadelphia.

recreation, pure and simple, many delicate children, as well as mothers, have been greatly benefited by the hygienic surroundings. The chance to play is an inducement to come. We have provisions to care temporarily for those who may be taken ill while here. Some children come every day. The playhouse is to them just like their own home. And it is as free as the good air they breathe."

The sun was setting behind the thick trees which form the western boundary of the grounds, as the visitor stepped out on the broad veranda, which is a fine feature of the beautiful Park Playhouse.

The scene had changed. It was nearly seven o'clock, and time to go home. Babies were being put into carriages. Baskets were packed. Family groups were reunited. Already a long line of departing ones were filing along the homeward path. In a short time, the last lingering, tired child had vanished around the curve of Fountain Green Drive. And the care-takers were hard at work clearing up the debris for the next day's merry-making.

An October Party in a New York City Kindergarten. What Can Be Done by a Resourceful Teacher. (Miss Rose R. Archer, Kindergartner).
[A description of this party will be found in the October *Teachers Magazine*].

Outlines of Nature Study Lessons.

By A. T. SEYMOUR, Orange, N. J.

How Plants Get Ready for Winter.

(1) Winter leaves: (*a*) Narrow in shape, as in the pine. (*b*) Covered with a thick coat, as in the rhododendron.

(2) Scaly winter leaves (most common). (*a*) Use of scaly leaves—to protect the summer leaves and flowers. (*b*) Bud-scales and contents form a bud; two kinds of buds. (*c*) Arrangement of winter leaves. (Observe as many buds as possible.)

(3) How the tender buds are protected: (*a*) Wooly buds. (*b*) Barnished buds—waterproofing.

(4) How the summer leaves are folded within the winter leaves. Compared with albuminous seeds (Morning Glory). Linnoeus. Leaf buds and flower buds; how they may be distinguished (size); how buds determine the shape of a tree. Terminal buds —axillary (lateral) buds. Excurrent trunks. Deliquescent growth.

Each leaf bud is a possible branch or tree. Grafting—cleft grafting and budding. Flower buds on short branches.

Leaf Scars—Shape, Kinds.

Leaf scars, bud-scale scars, flower cluster scars, shape, markings, annual rings.

Size of leaf buds—most developed, near end, dormant buds.

Buds are so placed on the stem (Phyllotaxy) to give maximum light to foliage.

Suggestive Questions.

(For other questions see Jane Newell's "From Seed to Leaf," Part I.)

How many scales on a cherry bud?

Do all buds have the same number of scales?

How many leaves may be in a bud?

How are the scales arranged on the bud?

Does the arrangement of scales protect the bud from rains? How?

Which scales are thicker and harder—the outer or inner? Why?

Where is the wooly part found in buds? Why?

Some buds are "sticky." Why?

Are all bud scales cemented together?

What becomes of the winter leaves in the spring?

When do winter leaves grow? Where?

What causes the annual rings on twigs of trees?

Where are buds found?

How may a tree be made to grow tall and free from knots?

Show how fruit trees may easily be made to grow low or tall.

Why are hedges trimmed?

Is it better to purchase fruit trees with branches cut or entire?

Why should transplanted trees be well pruned?

Why, in grafting, is it only necessary to bring the parts between the tree and bark together closely?

Why are apple trees low and bushy, while a pine is tall and conical?

In what form of trees is the terminal bud a leaf bud? Explain.

How does the arrangement of buds affect the shape of a tree?

Why do vines grow long and not bushy?

What are tendrils?

Do thorns ever come from buds? If so, what then is a thorn?

Name two kinds of thorns.

Why do plants in a dry climate have few or no leaves?

Why is a cabbage a large bud?

Name three kinds of scars found on branches of trees.

What are nodes and internodes?

What marks may be found on the interno young stems?

Why is the bark cleft on large trees?

Why does it kill a tree to bury its trunk d in soil?

What are the small marks on a leaf scar? many on a horse chestnut leaf scar? What doe indicate as to number of parts of a leaf, if anyt

The Leaf---What It Is and What It Doe

[Reference: Bergen, "Foundations of Botan

1. Form of a Complete Leaf.

Blade, petiole, stipules; simple, compound, r and pinnate veining. Forms, margins ((climatic control of leaf form.

2. The Structure of a Leaf.

(*a*) The epidermis protective, often has covering (bloom on fruit).

(*b*) The palisade tissue (Green).

(*c*) The mesophyl (intercellular spongy tissu

(*d*) Intercellular (air) spaces.

(*e*) Leaf.

(*f*) Stomata (stoma—mouth): number, (rence, use; guard cells, closed at night and i weather.

3. Leaf Proxies.

Green stems (cacti).

4. Work of Leaves.

1. Assimilation—photosynthesis.
2. Transpiration (of water vapor).
3. Respiration.
4. Starch making (chlorophyll—Leaf-green)

5. Source of Raw Material.

The leaf *obtains* carbon dioxide, oxygen, vapor, and ammonia from the air; and water, compounds of potash, phosphorus, nitrogen, etc., from the soil.

The leaf as a mill (Goodale):

The mill—Palisade-cells and underlying ce the leaf.

Raw material used—Carbon dioxide, water.

Milling apparatus—Cholorophyll grains.

Energy by which the mill is run—Sunlight.

Manufactured product—Starch.

Waste product—Oxygen.

Reaction: 12 CO_2–10 H_2O–$C_{12}H_{20}O_{10}$ (st –24 O (oxygen).

6. How the Starch Gets Out of the Leaf to Roots and

Cell sap, sugar; no starch without chloro similarity of starch and grape-sugar.

7. Leaf Grouping.

The light factor; Rosette habit; the cor plant.

8. Why Leaves are Colored.

Why leaves fall.

9. Leaf Movement.

Motile organ, telegraph plant, sensitive p sun dew, Venus fly-trap.

Questions.

Name three gases which enter the stomata three gases which pass out of the stomata.

What is photosynthesis? Transpiration? piration?

How can the presence of starch in a leaf be pr

Why are plants grown in dark place white?

Why does celery bleach?

How would you remove a grass stain? (Alc

Why are fungi not green?

Why are some leaves partly white and p green? (A ferment is present.)

Where is starch made? Sugar?

What will happen if a leaf is covered with a gummed label? A piece of cork?

The Educational Outlook.

The Hon. Andrew Dickson White, former president of Cornell University, Minister to Germany, etc., has gathered statistics with reference to crime, particularly murder, and finds that in murders—and particularly in unpunished murders—our own country leads the world, and Chicago leads the United States. The number of murderers now awaiting trial in the chief cities of the world, is as follows:

St. Petersburg	49	Berlin	8
Rome	48	London	0
Chicago	35	Vienna	0
Paris	26	Dublin	0
New York	22		

The summer schools and playgrounds of Newark, N. J., have been more popular than ever this year. The total increase over last year in daily attendance on the playgrounds is reported to have been 2,484, and in the summer schools, 968. There were 236 teachers engaged in the summer work, of whom ten were men.

The New York State Training School for Girls, at Hudson, will hereafter be used exclusively as a reformatory institution for girls under sixteen years of age. There are at present 320 inmates, over two hundred of whom were committed from New York City. In addition to the more purely educational training special attention will be paid to the physical development of girls. Two new cottages are soon to be added. More ground is to be set aside, too, for special instruction in gardening.

Contrary to general expectation, no change will be made in the curriculum of the Philadelphia public schools during the present year. Superintendent Martin G. Brumbaugh has decided that it is to the best interests of the schools and the pupils for him to become acquainted with the present workings before any radical changes are made.

Baltimore will have a "Home-coming Week and Jubilee," and so the opening of the schools has been put off to September 17, to allow the children to take part in the festivities. Six new portable school buildings have been added to the sixteen in use last year. These new structures are 22 by 34 feet, and consist of one class-room, a cloak-room, and a vestibule. They will be located in the yards of the buildings reporting an overflow. The city now uses 152 school buildings, of which forty-two are rented.

Brenaw College, located at Gainesville, Ga., has made wonderful progress. It is now building a military academy which is to cost $40,000, and promises to be the most completely and perfectly equipped of any similar building in the South. Other notable buildings have been planned, to be erected around the site of the original college.

The Brittain farm, which was given to the University of Georgia last year by Dr. George Foster Peabody, is being surveyed. The data will be sent to Dr. Peabody, and a map of the farm will be made, similar to those of the other property of the University.

Antikamnia tablets have become a favorite for pain, such as headache and neuralgia. They are used only internally. To stop pain, one tablet is administered at once; twenty minutes later the same dose is repeated, and if necessary a third dose given twenty minutes after the second.—Hugo Engel, M. D., in the Boston *Medical and Surgical Reporter*.

Dr. Frederick W. Simonds, head of the school of geology of the University of Texas, is revising and rewriting Maury's Physical Geography.

New York City will have 22,700 new school sittings ready by September 10, and 15,700 more soon after. This will by no means solve the part-time problem, but it is hoped that there will be no increase of the number of pupils not receiving full time instruction. On June 28, City Supt. W. H. Maxwell, reported 76,243 children on part time in the elementary schools, an increase of 6,427 over 1905.

A boy graduated from a Brooklyn public school in June, died August 24, and the attending physician gave as the cause of his death heart failure brought on by overstudy.

WASHINGTON, PA.—Prin. George B. McKeag resigned his position because the board refused, by a vote of 16 to 2, to raise his salary. This town is paying only $1,000 a year. Mr. McKeag will be succeeded by Prin. George W. Gilmore.

POTTSVILLE, PA.—Joseph Kehler, of Frackville, has been elected principal of the Pottsville High School, succeeding S. A. Thurston, who was elected superintendent of the borough schools. Principal Jesse Newton, for many years as the head of the Jackson Street grammar school, has resigned, and Principal J. M. Schrope, of Delanto, has been elected to succeed him. Mr. Kehler is a graduate of Lafayette College (1904) and Mr. Schrope of the Keystone State Normal School.

Lyman R. Abbott will have charge of the manual training school in Grand Rapids, Mich. Superintendent Greeson is in full sympathy with the work begun under the superintendency of Mr. Elson, and is vigorously pushing the development of manual training.

Superintendent Phillips has decided to introduce "simplified spelling" into the schools of Scranton, Pa.

Newark, N. J., is going ahead with the erection of a technical high school. After making a farcial display of a desire to let merit rule, the committee on school houses appointed Nathan Myers as architect.

The Ohio State Colored Industrial and Educational Exposition at Grove City, a suburb of Columbus, has been a splendid success, on which the colored people are to be congratulated. Among the prominent speakers last month were Vice-President Fairbanks and Booker T. Washington.

UTICA, N. Y.—Miss Katherine E. Jones, former principal of the Frances Street School, died on August 17, after a long illness.

HARRISBURG, PA.—G. W. Henry has been promoted to the principalship of the Felton School.

Portland, Ore., expects that the enrolment in the common schools will reach the 20,000 mark. Last year more than 17,000 children were in attendance.

The manual training course in the schools of Fargo, N. D., has been considerably enlarged. Hereafter there will be daily instruction in this subject. Mr. E. C. Barber, a graduate of the Stout Manual Training School at Menominee, Wis., is the new supervisor.

CALEDONIA, N. Y.—Dr. Charles Menzi has been elected president of the Schoo Board. Mr. Charles F. Walter is th principal of the local faculty.

Passaic, N. J., has welcomed its firs male principal in the history of he elementary schools. Prin. Charles I. Stock will have charge of No. 4.

Prof. George F. Olds, of Amherst, ha declined the offer of the presidency of th Pennsylvania State College at Bellefont.

The Board of Education of Wilmingto Del., has decided to borrow $40,000, be expended for the erection of ne school buildings. The city is sadly need of such improvement.

The new books recommended by t text-book committee at Columbus, O include the following:

Progressive Speller (Hunt's), Ameri Book Co.: parts 1 and 2; Readers (Jon Ginn & Co.; Arithmetic (Young & J son's), Appleton & Co.; Modern Eng Lessons (Buehler & Hotchkiss), New & Co.; Modern English Grammar (Bu ler), Newson & Co.; History (Mace Rand, McNally & Co.; Physiology Hygiene (Krohn's Graded Lesso Appleton & Co.; English Composi (Sykes), Scribner's Sons; Botany (C ter's Text Book of), Appleton & Animal Studies (Jordan, Kellogg Heath), Appleton & Co.; Physio (Martin's Human Body), Henry Ho Co.

Recent Deaths.

Dr. George W. Atherton, for the p twenty-four years president of the Pe sylvania State Agricultural College, d at his home in Bellefonte, Pa., July Dr. Atherton was born in Boxfo Essex county, Mass., June 20, 18 He worked his way thru Phillips Exe Academy and Yale University, where was graduated in 1863. He served the 10th Connecticut Volunteers dur the Civil War, and held professorships the Albany Boys' Academy, St. Joh College at Annapolis, Md., and Rutg College in New Jersey. He served on t commission to investigate the Red Clou Indian agency in 1875, and was chairma of the committee to digest and revise th state system of taxation of New Jerse in 1878. He was also made the first vice president of the American Association o Agricultural Colleges and Experimen Stations.

Dr. Atherton drafted the congressiona act establishing an agricultural exper ment station in every state and territor in the union, and for his work in th direction, and for his efforts in securin the passage of the law by Congress, h was chosen the first president of th American Association of Agricultur Colleges and Experiment Stations.

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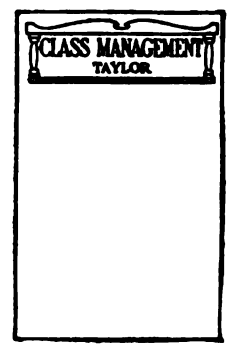

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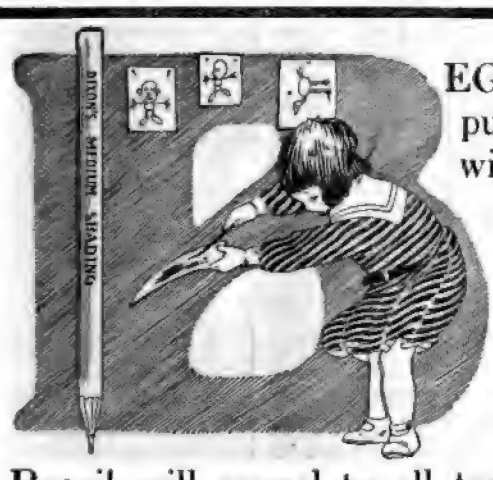

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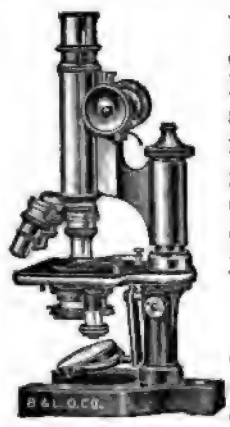

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol LXXIII. For the Week Ending September 15, 1906 No. 9

OSSIAN LANG, Editor.

Now that the Americanization of the school system of the District of Columbia has begun, let the leaders bring forward the discussion of the need of free text-books. The common school stands for the largest possible development of the equalization of educational opportunities. The differences created by the accidents of birth are to be reduced to the lowest point in the class-room. Furthermore, the parents are not a whit more the beneficiaries of the education of the young than those who have no child to contribute to the development of the resources of the State. It is an imposition to throw upon parents the burden of having to supply the tools which the boards of education declare to be needed at school. In New York City, where democratic principles have always found practical response in the provision for educational opportunities for the people, these matters are taken as self-evident and are lived out. While Washington is being schooled in the usages of democracy, let her study well the A, B, C of the common school idea.

Our boasted pride of contributing as a people most liberally to the support of schools has received several rude shocks in recent months, by the revelations published by visitors to our shores, in regard to the salaries of teachers. It has been demonstrated that the material reward held out to our teachers is not only very inadequate, but does not compare well with other civilized countries. Let us impress this point upon the civic conscience of the people. And while we are about it, let us talk about the need of providing for the pensioning of the superannuated.

The victory won by the teachers of Pittsburg over a board of education which tried to obstruct the payment of the increase of salaries, has called attention to the niggardliness of the Keystone State in the matter of remuneration of teachers. In the matter of school expenditures generally, Pennsylvania does fairly well, comparatively speaking. But with respect to teachers' salaries, it ranks shamefully low. The average salary paid women teachers in Pennsylvania is only about $40, which is about $2.50 less than the average for the whole country.

The Prussian Minister of Commerce and Industries has published a number of exceedingly valuable reports about American educational conditions. These reports were prepared by expert investigators, who spent several months in this country in the year of the St. Louis Exposition. THE SCHOOL JOURNAL readers may recall the discussion in these pages of the observations made by several members of the Prussian Commission before their return to their country. Within the next few weeks the more important criticisms of the official reports will be presented here.

State Supt. W. W. Stetson, of Maine, is very much in demand at educational rallies. He is especially strong in appeals to citizens in rural communities.

Development vs. Drill.

Germany has made a significant discovery in the field of industrial art. The people trained in the purely design-phases of art-application to industry have not displayed as much creativeness as those who began with a liberal art training. Being a frugal nation, Germany has utilized this experience in planning the training courses in industrial art. The pupils are required to spend two years in the art school before they can take up specifically professional studies. A unique institution is the Royal Academy of Graphic Arts and Bookmaking, at Leipsic, the greatest book mart in the world. The recent consular report by United States Deputy-Consul Meyer, of Chemintz, Saxony, calls special attention to this institution. Originality, artistic conception, and production are encouraged to the fullest extent. The course, including the four years of general preparatory work in descriptive and graphic art, together with the specialized professional work, requires not less than seven years. Students are urged to continue for at least three years more in the Academy, in order to acquire a sufficient mastery of the art.

Opening Exercises of the University School of Pedagogy, N. Y. University.

The formal opening exercises of the University School of Pedagogy will be held at the University Building on Washington Square, at 10 o'clock on Saturday, September 22. The principal address will be delivered by Hon. Elmer Ellsworth Brown, the new U. S. Commissioner of Education. His subject will be "The Teacher and Politics." An opportunity will be given after the exercises to meet the Commissioner. Two short addresses will be made by two of the newly-appointed lecturers of the school, Dr. James P. Haney, Director of Education in the Manual Arts in Manhattan and the Bronx, and Mr. Percival Chubb, of the Ethical Culture School of this city. Dr. Haney will speak on "The Manual Arts in the Elementary Schools," and Mr. Chubb on "The Education of the Feelings." A cordial invitation is extended to all school officials and teachers in New York and elsewhere, to attend these exercises.

The office of Provincial Superintendent of Instruction for the Province of Ontario, which in 1876 was merged into that of Minister of Education, is this year revived under the Minister. The appointment has fallen to Dr. John Seath, one of the high school inspectors.

Dr. Jas. A. McLellan, whose health has been poor for a year or more, has resigned the principalship of the Normal College at Hamilton, Ont. He was for many a day a potent force in the educational affairs of this Province. The last work of any account that he published was his joint production, with Prof. Dewey, the "Psychology of Number." He is reported to have an unfinished manuscript of a similar work on literature.

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Superintendent Greenwood's Annual Benediction.

The Great Things to Keep in Mind.

By SUPT. J. M. GREENWOOD, Kansas City, Missouri.

[Address to the Teachers of Kansas City, Mo., Delivered on September 8.]

Dr. Thomas Arnold, one of the greatest teachers the world ever produced, said in his letter of inquiry for a schoolmaster: "I want a man who is a Christian and a gentleman, and one who has common sense and understands boys. I prefer activity of mind and interest in his work to high scholarship, for the one may be acquired far more easily than the other; that he should have sufficient vigor of mind and thirst of knowledge to persist in adding to his own stores without neglecting the full improvement of those whom he is teaching."

The standard herein set forth is as applicable to-day as it was at the time when written. When closely analyzed, its significance will be found to consist in this deep truth that, however much details and conditions change, general principles remain fixed, unalterable; that all individual acts may be referred to universal laws, that behind every action, the great facts of human nature lie far deeper down than they appear on the surface. The boys and girls that you have taught and that you will teach in the future are intrusted to your guidance and skill, not so much for your sake, for their sake. How you can change them from the state in which they came to you to a newer and better state when they leave you at the close of the school year, will depend entirely upon whether you view yourself and your pupils as being in a stationary or a dynamic condition in regard to their attitude concerning the concrete facts of the world about them, their conceptions of ideas and signs of ideas when they leave you. Education is an ever-changing process of both the teacher and the taught. It is work, not rest; work with head, hand, heart.

This same thought is differently expressed by the celebrated Cardinal Newman when he wrote: "If we would improve the intellect, first of all we must ascend; we cannot gain real knowledge on a level; we must generalize, we must reduce to method; we must have a grasp of principles and group and shape our acquisitions by means of them. It matters not whether our field of operation be wide or limited; in every case to command is to mount above it. In like manner you must be above education, not under it, or it will oppress you." It is to place before you the higher and better teaching that I have made these two quotations from men of distinguished scholarship and having the highest conceptions of the noblest attributes of manhood and womanhood.

Yet we are not forgetful of the fact that education must depend primarily on the learner. While the true teacher has this broader comprehension of subject matter and a keener insight into the workings of the human mind, yet supervisory care must be exercised as far as may be in regard to hours of study, periods of recreation, sanitary conditions of the school-room, rest, food, and the sleep of your pupils. But the work and the progress must be that of the pupil if he accomplishes anything of permanent value. Education is vital, organic, a subjective energy that demands outward expression in thought, action, feeling—and unless it gives power to handle, estimate, and manage things, persons, concrete ideas, abstract ideas, signs and symbols, it has failed in its purpose and is valueless.

Results are not to be looked for at once. The great work carried on in Nature's laboratory is done in silence. Life that is short in the animal or vegetable kingdom, develops rapidly and freq luxuriantly, and declines and perishes with a ra surpassed only by the vigor of its growth. law holds with the same stability when appl the periods of growth of human beings, and well recognized biological fact that the chi naturally forced at home thru infancy, hood, youth, and into manhood and woma is dwarfed in physical vitality, and is ushere a short, feverish, fretful, nervous, blasted lif

Boys and girls should be kept as children f allotted years nature has imposed upon th this climate. Then with moderate study— hours each day, regular exercise, wholesome food, comfortable but not gorgeous clothi protect the body, and especially the vital c and that will allow all the functions of the bo play in their normal activities, an abunda invigorating sleep—both body and mind v preserved unimpaired and the child will g into the world properly equipped for its confl

But we have to deal largely with crude l nature, just as it comes from the home to the s with all of its fragments of information u nected. To take these bits of human natu shape them into ideal forms, steady, well-bal reliable, intelligent, and adaptable, is no undertaking. This is your problem in all its f

Unproductive School Property—The Street Schoo

In 1903 the total value of school property State of Missouri was estimated at $42,6(and, at this time it can be conservatively esti at $50,000,000, and $4,000,000 of this amo owned by the School District of Kansas City.

The average length of the school term in M is 135 days for the rural schools, and 152 da city and town schools. This means that the try school-houses lie idle twenty-five weeks year, and the town and city schools are no twenty-two weeks of each year. Comment c vast amount of property idle and unprodu is attracting the attention of all the thou people in our state as well as in other stat circumstanced. As I pointed out two year any other business conducted on such a plan, it be a trust, would lead to financial ruin.

But a great change is rapidly going on in colleges, universities, and state normal sch the adoption of continuous sessions. In the normal schools alone, more than 2,700 st were enrolled during the summer term, and p not less than 6,000 in all the higher schools of ing in the state. Chicago University set th for all the other universities when the manag there declared in favor of four terms instead of and this plan was speedily followed by every great university in the land.

It is an incontrovertible physiological fac our children are as strong as the average G or French children who attend school eleven r in the year, and they are certainly as vigorous children in every town and city along the A slope where all the children attend ten r every year.

But the idleness of school property is n greatest waste. The curbstone schools, schools held in back alleys, on vacant lots,

I make. Not of wearisome speechmaking to pupils; so that they must put on the doleful lecture face, but for kind, sympathetic treatment in a spirit of interest—that kind of influence that draws human souls closer together in trustful helpfulness. The true teacher has this spirit in abundance. It cannot be transferred, but it is susceptible of infinite expression unless the human soul has dried up, and then the soul is in a more dilapidated condition than the "Dead Souls" of which Gogol wrote.

A Commercial View of Schools.

This aspect of educational values, omitting the moral element, faces in two directions—the compensation of teachers for services rendered, and an adequate equivalent in work performed. The basic fact of the whole matter is the schools are not only to educate all the children of all the people in order that they may do things for themselves, but that they shall do things efficiently.

Schools are organized and maintained not for the benefit of any privileged class, but for the education of the children, that our national life and our liberties may be preserved. We, in one respect, are placed on the same footing as the police, whose duty it is to maintain order, or the judiciary, who settle disputes between men. We represent the will of the state, as agents do to a special kind of public service, but we must never mistake that this was created and is maintained for our special benefit. As teachers, we are simply designated by the Board of Education to carry forward this work of the state, and as citizens, it is our bounden duty, not because we are teachers, but because we are citizens of this state and nation, actuated by the very highest obligation imposed on men and women, to render the highest grade of expert service required of teachers.

There is a too prevalent notion that one may be more lax in performing his duty in a public capacity than when working for an individual or a corporation. This is a mischievous doctrine, and one of the worst corrupters of public morals that ever crept into high or low positions. I deprecate the existence of such an opinion among such persons in public positions who appear to act on the policy that because the public foots the bills, it is not necessary to take as good care of public property as one should of his private property; to put it in a blunt way: That the public is a goose and it is legitimate to jerk out a wisp of feathers, whoever can.

A part of our duty is to imbue our pupils with correct ideas in regard to public as well as private rights and duties. It is not preaching about these things but our own attitude concerning them from day to day that will impress children with the importance of their obligations and duties, public and private, concerning public property and the expenditure of public money. Our supreme effort should be to make good citizens of all the children of this city. In this country we have thrown our ports wide open to the whole world except China, one of the least harmful nations on the face of the earth, and we invite all others to come and abide with us. They come in droves, men, women, and children, ignorant, most frequently, of all our legal, social, domestic, and religious institutions—ignorant of all that we hold most sacred. To take these alien children and induct them into our great chemical institution, the school, and to transform them so that they will think in our language, speak our speech, love our institutions, and have conferred upon them the boon of freedom and the opportunity to make the most of themselves—this work of regeneration, the right to be somebody, is the opportunity America offers to the downtrodden *and sorely oppressed*,

In this broad way of viewing education, i significant commercial value as well as one most exalted form of disinterested pat When great industries can be turned upsid or inside out by a mere headline in a great politan daily, or by an exaggerated, hy article in a monthly, we need men and wo clear heads and sober judgment who will st enough to hear both sides of a question breaking out into hasty, ill-advised conclus preventive of that kind of popular judgme it may require years to undo. During a p war excitement, when passions are arous not the most propitious time, as we are n too painfully aware, to enact crude laws f structing a great railroad system across th nent. Nearly all questions have two sid sometimes several corners thrown in, and t dent man does well to look at all sides of a before reaching a conclusion.

While the preceding remark is general as ciple, yet it applies with an accelerated school action. Many of the city systems of of our country are clogged and hampered legitimate work by hasty and injudicious ac sulting in crowded courses of study and an taking to do a little bit of everything. C like grown people, can do some few thing well, but when they have too many irons in some are sure to burn. It is far better for a a girl to be sure that he or she knows a fe well, and why and how they are known, have a surface smattering of forty bits of kn I do not hesitate to affirm that in our high since we have offered so many courses for tion, that the classes are not so strong as th years ago. We have spread out the co study so much by offering a wider area, have lost in depth and intensity. Speci has been carried to such an extent in all ou institutions of learning that there is some of one's graduating now simply by taking and penmanship.

Consequently, much of the so-called edu progress of recent years has been thoughtles ill-advised, each school system trying to o others. Reaction is now setting in with current, and the real danger to be appreh that it will swing backward too far. We m to all the good in the old courses and reta time has shown to be valuable in the new the average teacher wants to know is wha truth; knowing it will create no panic in his t he does not care for it in small doses, and h to know what are his relations to it.

Learning to Know Children.

New alignments are constantly being m the pupils in a room or a school. The tea knows her children thru a school-room tance knows only one very small patch of e Unless a teacher has great aptitude for n and teaching, she should go out on trips pupils and watch them caper. There in the child soon shows that he has a mind, and a body. The best way to learn bo is for the principal to be out on the playgrou the boys, or if a man, to go with his boy the "Old Swimming Hole," or on a trip to th There the boy shows exactly what he is, be are on Carlyle's level.

In the school-room the children should fi be comfortable. To see a lot of boys sit upright in warm weather, when the tem is from eighty to ninety, with coats button their chins, and not permitted to take th off under the plea that it would not be go

Normal Schools in Germany, Austria, and Switzerlanc

By L. R. KLEMM, U. S. Bureau of Education.

Historical Dates.

Isolated attempts at professional preparation of teachers dates back to 1679 in Brunswick, 1687 in Wesel, 1698 under Duke Frederick II. in Gotha.

Normal schools, partly in connection with secondary institutions, partly independent schools, date back to 1701 in Königsberg, 1728 in Halle, 1732 in Stettin (1784), 1736 in Bergen, 1748 in Berlin (1753), 1751 in Hanover, 1753 in Wolfenbüttel, 1765 in Breslau, 1768 in Karlsruhe, 1776 in Minden, 1778 in Halberstadt, 1781 in Cassel and in Kiel, 1783 in Detmold, 1784 in Köthen, 1785 in Dresden, 1786 in Ludwigslust, 1788 in Züllichau, and in Weimar, 1790 in Salzburg, 1791 in Greifswald, 1795 in Dessau.

Some of these were abandoned. After the Napoleonic era, or to speak exactly, after 1820, a reactionary tendency took place in most of the states of Germany, and the growth of the normal school system was checked.

Prussia (Population in 1900, 34,472,509.)

At the beginning of the 19th century, Prussia alone had 7 normal schools; in 1826 it had 22; in 1871 it had 49; in 1897 it had 115; and at present 121 (including those for women teachers). Besides these, there are 62 private and ecclesiastical institutions not subsidized by the state, and therefore not included in the official statistics.

During the period from 1871 to 1895 the population increased 29 per cent., while the number of normal school students increased 135 per cent.

In 1780 there was one normal school student to every 4,930 inhabitants; in 1879, one to every 2,740 inhabitants. In 1897, Prussia had 115 normal schools, with 832 teachers and professors with 11,034 students, and in that year these schools graduated after a professional course of three years 3,310 students.

The State supports all public normal schools, be they State or city institutions, but it pays no subsidies to ecclesiastical institutions. The State paid in 1872 for public normal schools, $391,274, and in 1902, $1,866,170. This sum does not include new buildings and repairs, but only the running expenses. The number of students in 1902 was 12,700 in 121 schools.

Bavaria (Population in 1900, 6,176,057.)

In Bavaria, where many teachers are nuns, many ecclesiastical institutions are preparing teachers, hence the State had only 15 public normal schools with 341 teachers and about 2,500 students. Cost in 1895 was $278,315.

Saxony (Population in 1900, 4,202,216.)

Number of normal schools in 1900: 21 with 331 teachers and 3,659 students. The course of study in Saxon normal schools is one of six years, and includes the foreign languages, the study of one of which is compulsory, the other, optional. Cost in 1900, $694,865.

Wurtemburg (Population in 1900, 2,169,480.)

Number of normal schools 11, with 102 teachers and 1,500 students. State pays $123,464.

The following table from Lindner's Encyclopädische Handbuch is brought up to date so far as statistics are at hand:

Normal Schools in Germany.

STATES.	Population in 1900.	No. of Normal Schools in 1895.	No. of Normal Schools in 1902.	C Sc to h tar 19
Prussia	34,472,509	115	121	28
Bavaria	6,176,057	15	20	30
Saxony	4,202,216	16	21	20
Wurtemburg	2,169,480	6	8	27
Baden	1,869,944	5	8	23
Hesse	1,119,893	2	6	18
Mecklenburg	607,770	2	3	20
Oldenburg	399,180	2	3	13
Anhalt	216,085	2	3	7
Thürnigia	1,660,633	8	12	13
Brunswick	464,333	2	4	11

Austria (Population in 1900, 26,150,597.)

Austria had in 1880 68 normal schools; in it had 88 with 1,386 teachers and 13,298 stud In 1871 Austria had 2,645 normal school stuc in 50 institutions; in 1875, 6,262 students i institutions; in 1880, 10,892 students in 68 tutions; in 1900, 13,298 students in 88 institutic

Switzerland (Population in 1900 3,315,443.)

The Republic had 37 state and private no schools in 1885. In 1900 it had only 35, owi concentration of districts, with 2,339 stud Costs for the 25 state institutions, $172,735. does not include communal subsidies paid to institutions.

* * * * *

Some Notes as to Costs of Preparing Teachers in Germ 1900

The State budgets of Prussia, Bavaria, Sa Wurtemburg, or Baden, show that there is no formity in the ratios of the State's participati expenditures for education, not any more there is in this country. The following table s this:

	Spends for Higher Educati'n.	Spends for Second. Schools.	Spends for Normal Schools.	Spe f Lo Sch
Prussia	16.2%	11. %	7.1%	65.
Bavaria	29.1%	17.2%	5.6%	48.
Saxony	20.3%	18.6%	12.5%	48.
Wurtemburg	19.7%	23. %	5.2%	52.
Baden	31.9%	12.2%	2.6%	53.

Normal school education costs the State capita of the population in Prussia 6¼ cent annum; in Bavaria, 5¼ cents; in Saxony cents; in Wurtemburg, 5 cents; in Bade cents; or in Prussia per annum $146.75 per c of normal students; in Bavaria, $126.25; in ony, $140.50; in Wurtemburg, $139.00; in B $112.50.

Note on Number of Graduates.

Since the normal schools in Central Europe (with one exception, in Saxony), a three course, and since very few students drop out durir course, it is customary to graduate a little less one-third of all the students per annum. estimate is borne out by the fact that in Pruss 1897), the number of graduates was 3,310, in a of 11,034 students.

The need of teachers is so great in Prussia, the normal schools cannot supply enough g ates to fill the vacancies; hence the State has o supplementary normal courses in connection lower secondary schools. In 1902 these courses were attended by 1,808 students.

provides for technical institutes in day classes. They expect that at least a two years' course shall be arranged in science and art, in conjunction with some technical subject; that is to say, if you teach the science and art of a subject, and you teach the practice of it, you must not teach less than one hour per day nor more than six hours per day; and the grant may be from six pounds for the first year to eight pounds for the second year. If a student is attending a workshop, and also attends the technical school or a separate day school, the grant allowed is from two to three pounds.

I have no doubt this appears very indefinite, but, as a matter of fact, all these questions are decided by the inspectors. If the inspectors consider the school is a well-equipped school, that the students are being taught intelligently the principles of their business, and are being taught the practical details, they will give an extra grant. If they find there is anything missing in the tuition or equipment, they may reduce it, and not pay anything at all; therefore, it depends entirely upon the value of the training. At the same time, the inspector expects these local committees or their representative to be responsible for the tuition; that is, they expect some member of the committee to visit the classes, listen to the lectures, inspect the schools, and see that they are kept up to the requirements.

There has been a great deal done during the last few years towards elasticity in the teaching of technical subjects. We have found that, if they are manufacturing shoes of the heaviest kind in one district and of the lightest kind in another, the teaching must be adapted to each place separately.

In the scheme which I have produced, and which I am working under, I endeavored to do that. I may say that I am a practical shoemaker, and I assume that in the boot and shoe trade, as in any other trade, there are some matters that every person who claims to be an artisan should know. In the shoe trade there are some general subjects which every intelligent workman should be acquainted with. We do not say to the artisan students, You shall be acquainted practically with the whole trade; but we say, There are some things in the shoe trade that, if you claim to be an intelligent worker and desire to advance, you should be acquainted with. We have put those subjects in a general section.

At the same time, we say there are also some subjects in which you will, no doubt, wish to qualify as a practical man and get your living by. We allow you to select any one of these special divisions, but we do not teach you any particular operation by itself. For instance, if a young man wishes to qualify as a laster, we should not permit him to be taught only how to tack a shoe upon a last. We should expect him to show that he understood thoroly the principles upon which it should be done, and the effect upon subsequent operations. We do the same with each branch of the trade.

We have divided the first year, or elementary stage, into a general section and five divisions. If a man wishes to qualify in our next stage, the advanced stage, we say, The general section you must take up, but if you wish to be a high-class man, we expect you to have a greater knowledge of some practical divisions. Therefore, we divide the advanced practical division into four, and the man who was recently qualified as a laster and attacher will have to qualify as a bottom stock cutter and laster. When he succeeded in this second course he would be a practical laster, and would also have a practical knowledge of bottom stock cutting and of attaching.

The third-year course is intended for those who wish to qualify as managers and designers. It is made somewhat difficult. The general section covers practically the whole of the trade e: management and design. The design cover kinds of designs. Management covers all cl of material, relative cost of labor, arrangeme factories, checking of labor, interest on capital all matters that go to the management of manufacture. The successful man in this sta a high-class man.

The student seldom gets thru these divisions in three years. It is arranged for or more years, and we find it very rare indeed a man gets thru in three years. I may s have one man in Kettering who has qualified high, but who has attended the classes for t years, and he has just succeeded in getting in the highest position.

We have in England a quite comprehensive of examinations, which are closely connected course it leads to another matter, concernin value of which there is a grave difference of opi I know that in America you do not much examinations. We are not too favorable to in England at the present day, but there is a deal to be said for them. A great many men join a class and attend that class for a year or and never concentrate themselves very much anything; a man of this class will nominall thru the whole course. At the end of tw three years he may go out, and be more o satisfied, but he will be no credit to himself teacher. If we say to that man, We cannot mit you to attempt the advanced stage until have passed the elementary stage,—if that desires to be admitted into that advanced he will acquire the necessary knowledge. are a great many men who need that spur. then, again, we find that the men who have suff application, and sufficient spirit, and suff snap,—to use that expression,—to get well an examination, apply the same energetic infl to every-day life. The man who is utterly w less in the examination room is generally u worthless in the workshop.

We divide the examination into a theor side and a practical side; that is to say, the st answers certain questions upon the principl the business, in writing, and then a few days wards he has to apply those principles to pra If he wishes to qualify as a pattern maker or laster, he first attempts the written examin and then attends at Northampton, and does hours' work in an ordinary workshop upon nary work. The marks made in the two test put together to decide his position; he has to one hundred and twenty marks at least for a He may make seventy-five marks for the pr division and fifty marks for the theory, or *versa*, but he must make the proportion of ea get thru. If he succeeds, he is awarded a tificate notifying that he has passed in principles of his trade, and as a practical l or whatever he may be. Quite commonly he that certificate when he applies for a position it has a considerable influence upon the emp in the selection.

As regards method of teaching, as I menti we require a great deal of elasticity in the teac according to the class of work and the cla employes. In Northampton we teach two eve per week. We do not instruct in any bran practical work, but devote the time of thre one-half hours to lectures. The Northampton men are skilled men. We have more than a ficiency of workmen in that district, and we d wish to have any more. In Wellingborough c tions are altogether different. Skilled lab some directions is in great demand, and the we devote six hours per week to practical exe

and only three hours a week to what we call theory, or teaching the principles of manufacture.

At Rushden we give two and one-half hours to practical work and three hours to lectures. At Raunds we divide it equally, two hours to each; and so on, down the list; there is a considerable variation in the teaching among the different places. If the local committee consider that their particular place requires a larger amount of practical teaching, we provide it, but we will not give practice tuition alone. This is one point we always make. We say, If we give you practice tuition alone, we cannot do any more than produce the same class of workmen that you have already; and our object is not to do that, but to raise the status of the man, to give the boy that is coming on an efficient training, and to give the man who has probably missed educational opportunities some opportunity of supplying that which he has missed.

The number of students who have passed thru the classes during the last few years has varied between one hundred and seventy-nine at the lowest to three hundred and two as the highest number. I found that in 1901 the class went down in number to one hundred and seventy-nine. Under my own special syllabus they increased to three hundred and two.

I would like to deal with this question of numbers. We have never endeavored to secure a large number of students, which may appear rather strange. That has been one of our points. We do not wish to allow any person of very moderate capacity to claim to have passed thru our classes, or to claim some extra consideration for it. We say these students should be the best of their class; and therefore we take some care in the admission of students to high tuition, either by some examination, or by other means personal to myself. We have never made an effort to secure a large number of students, but the record shows that our students distinguish themselves in after life.

Out of one hundred students, taking them without selection, no manufacturers, retailers, or managers entered these classes; but twenty-nine of them have become manufacturers, or retailers, or managers since they attended the classes. I find that thirty-seven of this one hundred have become pattern makers, altho they were upper stock cutters before they joined the classes. We had two clerks and one traveler, which I think you call a drummer. I find we have now two drummers and one clerk. I do not quite know whether that represents any increase in position in America; it does not mean very much in England. There were nine bottom stock cutters, but only one has remained in that position. The bottom stock cutters have evidently become managers, or retailers, or manufacturers.

Some of you may know the names of Mr. Walter J. Lewis of Northampton, and Mr. Albert Marlow of Northampton. They are both old technical students, and are rather proud of the fact. I could quote quite a large number of men who have attained very good positions since they attended. I have selected a few statements from some letters. One student who attended the classes is now a pattern maker. This is his experience: "I received eighteen months' private tuition without benefit. I then joined the classes, and have become a pattern maker, which was my ambition."

Mr. Chapman, of Kettering, who was originally a laster, writes: "The knowledge obtained has been of great benefit to me in boot and shoe manufacturing." The next man, who was a clicker, and is now a manager, thinks an ounce of theory saves a ton of practice. In his letter he says: "I have often been told that an ounce of practice is worth a ton of theory. All I can say by my experience is that an ounce of theory saves a ton of practice."

I have also two men who have become teachers and professors since they attended the classes, and the others are foremen, managers, and contractors. One man sent a list of eighteen men who have benefited from these classes.

There appears to be an opinion among a certain class of men that no man should be allowed to be taught more than one branch of a trade, or, indeed, more than one process in a branch. This idea appears to be the outcome of a confusion between the teaching of several distinct trades and that of subdivision of one trade. Of course it is ridiculous for any one to assume that no man should ever be anything but what he is at present. I mean, by that, if we say this man, being a pattern maker or an edge setter, should not be taught anything else, we place that man in precisely the same position as the Hindu, who is born to be a mat maker, or whatever he is born to be, and he must not do anything else. That is an impossible position for an American to take up—to say that a man, no matter what his position, shall not be taught anything else. We have always encouraged them to take some other branch,—preferably some branch which has a connection with their work,—with the idea that it benefits the man and the community. We assume that an edgetrimmer, who shapes the edge of the shoe, would be a far better edgetrimmer if he understood something of the setting of the edge. We assume that a man who is a pattern maker should also be something of a cutter, and also something of a laster; certainly he should have some acquaintance with it. Therefore, we say, if you are taking up this branch that represents pattern making, we expect you also to take up those branches which are subsequent to it. At the same time, we will not take a man from the street and make him a shoemaker. That is not our object. Our object is to take the men we have, and make them better shoemakers.

The young boy coming into the business requires a somewhat different plan. Most employers agree that there is not sufficient time in the factory, under present conditions, to teach a boy the business. We may make the boy a machine, or make him part of the machine, but we are not raising him intellectually, and we are not doing him very much good, if we desire to make him a shoemaker. And from a shoemaker, and a shoemaker only, can you expect to form a superintendent of the factory. If you keep a boy to one process, you make him a machine minder, but not a shoemaker; and as he advances in life he cannot become competent to take a position of any importance, because his knowledge is not sufficiently wide. We, therefore, endeavor to make the rising generation shoemakers, and capable of taking positions in the future. This is the idea which I shall endeavor to carry out when I get back. I shall propose that, if we start any new school, that school will take apprentices for a portion of their day, representing a part of their day's work. If the employe works during the morning three or four hours, then he will spend three or four hours in the technical school workshop, being taught the principles, in the afternoon or evening. That would take him along on two sides: on his physical side, while he is taught manual dexterity; and on his intellectual side, while he is taught some of the science applied to shoemaking.

After visiting your factories and comparing your position with our experiences, it appears to me that we have arrived at the same position by different routes. We have arrived at the conclusion that we need day schools for the rising generation. There is no doubt about it. The average boy in the shoe factory to-day reaches that factory between sixteen and seventeen years of age; he may reach

it a little earlier. He gets into my class-room at about eighteen or nineteen. I say to the boy, "Have you any knowledge of science?" "Oh, yes," he says, "I passed some examination very well." I ask, "What can you do?" I find he can do nothing whatever. Between the ages of thirteen, fourteen, or fifteen, and the ages of seventeen or eighteen, that boy has forgotten most of the education the State has paid for, and he comes into the class-room at eighteen or nineteen almost destitute of education. This is a waste of public money. It is one of the things we are most exercised about in England. We propose to have schools to carry these boys over from fourteen to eighteen or nineteen; and you appear to be in the same position.

I have produced a scheme which appears to me will meet your requirements. I suggest that you call the schools proposed, "Co-ordinated Schools of Industry." I took some care with the expression, as I have the idea that most of us are more frightened by words than by effects, and the wrong term might have more effect than all my arguments. I propose that you have day schools, which you call industrial colleges, for youths from fourteen to eighteen years of age. These boys might, according to local custom, spend some of their time in the factory, or spend the whole of their time in the school. I propose the tuition be divided into a four years' course; that the first year should be spent in a continuation of their education, especially directed towards the business they are going to take up. In my experience with technical colleges, I am afraid they spend too much time in general science, and not enough in the application of science to the industry that the student is going to follow, and therefore they turn out men equipped in general knowledge, but without any particular application. I propose you commence teaching practical drawing, chemistry, and physics, in their application to boot and shoe manufacture; that the first year should be more or less general, upon principles; that the second year shall be devoted to practical applications of science; the third year to applied technical chemistry, or drawing; and that the fourth year be devoted to practical work, or advanced practical applications of science to the particular trade. The student would be trained as a designer, or a pattern maker, or in hand processes connected with boot and shoe manufacture, or in machine processes; or, he is trained for tanning, in analysis, etc.

I should think it would be a very fine thing if you could establish about three of those day schools in Boston, Brockton, Lynn, or other central places. Those schools would act as centers for the outlying districts. At your outlying districts you could establish evening classes. The students who attended the evening classes in the outlying districts should be permitted to attend the central schools in the evening, where you would hold special evening classes for them. The first-year student in the evening school, who attended the general section in practical work as a pattern maker, would be permitted—with an extra charge, or without, as you please—to attend the practical geometry and free-hand drawing at the central college. This would be continued right up to the third year; and in the third year, or when he should take design and management, the average student would be allowed to attend lessons in technical chemistry, or technical drawing, or in bookkeeping.

That represents the scheme which, of course, includes the establishment of central schools in central districts and evening classes in outlying districts. The outlying districts would be controled by the local committees, who would decide what class of teaching was suitable for them. The student might join the local evening class, and, if he was ambitious and wished to qualify, he r attend the central school for his science. It ap to me that by this system it would be possible man to qualify for any position.

As regards examinations, I think this migl left to your own discretion. Personally, I rather in favor of examinations, and I do not see how you could test a student without. students who desire to take up a course of ge science should be expected to pass some exar tion in general education.

Interrogatory.

Mr. WRIGHT. What is the attitude of the emp themselves towards your work?

If a man studies his business in his leisure h and becomes a better man for it, which he the first man to get advantage is the emp whom he works for, and, therefore, they pref have these men. They are friendly to the scho

Mr. WRIGHT. How about the trade unions?

They have no objection. There was some c tion at one time; they were afraid we would duce shoals of partly skilled work people, might supersede their highly skilled men. is a thing it is not possible to do, and it is a th certainly would not do, or encourage, becaus object is not that. The object is to improv status of the rising generation, and to improv status of the present work people.

Judge REED. What is the Board of Education?

Our Board of Education would represent national Board of Education, and they hav control of the whole of education in England. cannot do anything without their permi They make special grants to improve the sc You may own schools if you will, but they refuse to support them. They may make you grants, but they have a right to close your scho

Judge REED. I wanted to ask further about the i of the young men themselves in this work. Do yo they care to take it up?

This is the position: we find that the st takes it up with the idea that it is about the possible means of advancing his position as a worker. He appears to have arrived at this clusion: that, so far as the factory is conc there is no possibility of his ever being any more than a worker upon some division of his t If he gets into the factory as an edge setter, an edge setter he is likely to be, unless he at the technical school. Whatever branch he into, he is doomed to that. Therefore, he at the technical school to gain an opportunity to out in some other direction, or to get a high tion; so you see we attract only those men are anxious to better themselves in their work

Mr. MURPHY. Where do you get the shoes the me on?

They are usually provided by manufact or by the education authority for examinatic

Mr. GOLDEN. I read an article some time ago fron land on this matter, and it stated that not only we labor unions favorable to these schools, but they a different times, had given prizes or premiums for suc students. Have they done that in your shoe busines you know of?

I do not recollect it. I think the writer fused the labor unions with the co-operative ties. These are largely represented by wo men in England, and quite commonly give val prizes. The trade unions, to my knowledge, never done so. The co-operative societies certainly given large sums of money.

The Schools of Nevada.

[Special Correspondence.]

The Sage Brush State, as Nevada is often called, is the fourth largest State in the Union, yet has the smallest population of any. Her chief wealth consists of minerals stored away in the mountains of her desert wilds. In '59 began the great excitement over the Comstock Lode, which poured out millions, thirty-nine in a single year, most of which went to develop California instead of Nevada. Now another great era of mining is on, and from the goldfields come stories almost too fabulous to be true. In all parts of the State enormously rich strikes of gold, ruby, silver, and copper are being made, and the capital of the East is being poured in by the thousands of dollars to develop these wonderful mines. And, too, the great irrigation work on the Truckee Dam, which turns the water of the Truckee River, a mountain stream that comes rushing down from Lake Tahoe, in the high Sierras, so that it reclaims 3,500,000 acres of land, making a vast agricultural belt in the Northwest, the new railroads, the San Pedro from Los Angeles to Salt Lake City, the Tonopoh & Nevada, and the Western Pacific, now in course of construction, are all helping in the awakening of Nevada.

It is interesting to note the status of the school system in this one of the older States of the sisterhood. It includes primary and grammar schools, high schools, a State University carrying on a school of mines, and an Agricultural Experiment Station as Extension Work, and a Government School for Indians. In the public school system, according to the last report of the State Superintendent, there are 242 school districts, 328 schools, and 357 teachers, with 9,430 pupils between the ages of six and eighteen. But owing to the large number of people who are pouring into the new camps, and the refugees from various parts of California affected by the recent disaster, the new report, which is forthcoming this year, will give a material increase. These schools are scattered over a vast territory, as the area of the State is 112,090 square miles. Some of the schools are fifty and sixty miles apart, and in them are really one, two, or three children, tho when the census reports are taken in May, five children, the required number are always found, so the district can be kept.

In 1895 a law was passed permitting the establishing of high schools in the different counties of the State, and providing for the construction, maintenance, and management of the same. During the ten years which have elapsed since then, Elko is the only county which has taken advantage and benefited thereby. The school is well-equipped, with a laboratory and library, and thoro courses in the usual high school studies are given. There are sixty-five pupils in attendance. At Austin, Carson City, Eureka, Gold Hill, Reno, and Virginia City the schools have high school departments, but no such institution as at Elko.

The School of Mines opened in 1901, is of the utmost value to the young men about to start out for the mining districts of the State, in that it gives practical work in the problems of mining, milling, cyaniding, assaying, detecting minerals, surveying, and mechanical drawing. Students are admitted for as long or short a period as they choose, much depending on their training in the elementary studies —chemistry, drawing, algebra, geometry, and trigonometry. For certain months the average attendance is from twelve to fifteen, for others, only eight. The Agricultural Experiment Station does much the same work for the agricultural interests of the State that this School of Mines does for the mining interests.

The State University at Reno is co-educat There are nearly 400 students in attendance, faculty of twenty-four.

For the deaf and blind there are no special sc Of these children there are ten who are se Berkeley, where they are taught to make an h and respectable living. The State appropri to pay their expenses, is $6,500. No provisi any sort is made for feeble-minded children. the statute books of the State there stands a pulsory education law, but unfortunately it i always strictly enforced. The average length school term is about eight months.

There are very few States in the Union whic better salaries than Nevada, but the cost of li particularly in the mining camps, is very high has increased within the past few years. prospector who is "broke" half the time, finds and means of economizing on living to wh teacher who is expected to maintain a high sta of living cannot resort.

In 1891 the average monthly salary paid was $104.29, and women $64.60, while in 19 was $103.47 for the former, and $63.39 fo latter, a slight decrease for both. In Tonopal the new cities in Nye and Esmeralda Cou the wages are $105 per month in the grades with living around seventy-five a month, th little compensation for the hardships of the unless one has money with which to spec From all parts of the country application pouring in for positions in the schools of thes camps, but as each town has but one or two schools at most, the supply far exceeds the de The delightful social life and the wonderful o tunities to make money with a little money, an feeling that everybody gets a fair showing, camp existence its charm.

Generally speaking, the crying needs o common schools of Nevada are more super and consolidation. At present so much wo various sorts is crowded upon the State S intendent that it is almost an impossibility fo to be away from the office at the capitol. The of $300 set aside for traveling expenses t different parts of the State—outlying dis which can only be reached by staging or goi horseback fifty and sixty miles from one di to the next, and requiring weeks of travel oftener than not goes back into the treasury un According to law the district attorneys are ex- county superintendents, without any increa salary. In most cases they find very little for or interest in inspecting schools. In the out districts, where the inexperienced teachers, times girls of sixteen, need much supervision, is none.

In the matter of consolidation, it is difficu make parents realize that it is better to have a graded school twenty or thirty miles away, good teachers and a fine equipment, than a shift school, an inexperienced teacher, wit equipment, and perhaps four or five pupils the one case it means having the children away home from Monday until Friday; in the having them at home all the time. Parents tend for the latter arrangement.

Despite the lack of supervision and consolid however, owing to the fact that a high stand attainments is required from the teachers, that many have normal training, the schools a the up grade. There is improvement in every of the great State.

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New York City.

Miss Evangeline E. Whitney, superintendent of vacation schools and playgrounds, and winter recreation centers for New York City, has recommended the establishment of two new winter centers for Brooklyn. Last year there were eight of these.

The public schools in New York opened Monday, September 10.

Dr. Alexander T. MacNichol, of New York, has been making a study of the diseases among school children. He reports that of 10,000 children, thirty-five per cent. had diseases of the heart, twenty per cent. spinal defects, twenty-seven per cent. are tuberculous, sixty per cent. are anemic, and fifteen per cent. are suffering from some form of neurosis. He says: "So common are organic and functional diseases among school children in New York City, that should the facts already secured hold good over the entire city, and those afflicted be excluded from attendance, two-thirds of our schools would be compelled to close for lack of pupils."

The opening exercises of the School of Pedagogy of New York University will occur on the 22d of September. Dr. James P. Haney, director of manual training in the schools of New York City, will speak on "The Manual Arts in the Elementary Schools," and Mr. Percival Chubb will speak on "The Culture of the Feelings." The principal addresses of the occasion will be made by Dr. Elmer E. Brown, the recently appointed United States Commissioner of Education. His subject will be "The Teacher and Politics." Teachers, principals, and superintendents are invited to be present on this occasion.

New York Vacation Schools.

The vacation schools and playgrounds in New York have been more popular this summer than ever before. This is in spite of the fact that a decreased appropriation made necessary a corresponding decrease in the number of schools opened. Where last year in thirty-three schools there was an aggregate attendance of about 460,000 children, this year, in thirty-one schools, there has been an attendance of 485,000. The average attendance has been 16,171. Attendance at the playgrounds has varied from 446,475 for the first week to 367,360 for the last, and at the baths from over twenty-eight thousand to thirty-eight thousand a week.

In response to an offer of a prize for the best darning and mending by a pupil in the vacation schools, tons of stockings and mended dresses were submitted. The choice of the best narrowed down to the work of four girls, three of whom were from a single East Side school.

Specialized Examiners.

City Supt. W. H. Maxwell, as chairman of the Board of Examiners, has made the following assignments in the Board:

James Byrnes—Kindergartens, high and training schools, drawing and sewing, truant schools, inspector of ungraded classes. Office hours, Wednesday, from 2 to 4:30 P. M.

Jerome A. O'Connell—Assistant to principal, License No. 1, substitute for elementary schools. Hours, Monday from 2 to 4:30 P. M.

Walter L. Hervey—Principals in elementary schools, physical training, evening schools, music. Hours, Thursday, 2 to 4:30 P. M., and Saturday, 9 to 12.

George J. Smith—Allowance for outside experience, promotion, and graduating class, vacation schools and playgrounds, recreation centers, cooking, shopwork, German, in elementary schools. Hours, Tuesday, 2 to 4:30 P. M.

Applicants for licenses should confer with the examiners assigned to the particular subject in which they seek a license. Applicants for substitutes' licenses should apply at room 422, Hall of the Board of Education, Park Avenue and Fifty-ninth Street, City. They will be notified when to apply for further interviews.

Examination Dates Announced.

Official announcement has been made by the board of examiners for New York City of the dates of the following examinations:

Physical training in elementary schools—Monday and Tuesday, Sept. 17 and 18.

Cooking in elementary schools—Monday, Oct. 8.

Sewing in elementary schools—Wednesday, Oct. 10.

High School teachers—Thursday and Friday, Oct. 18 and 19.

License No. 1, to teach in elementary schools—Monday and Tuesday, Jan. 7 and 8, 1907.

Kindergarten teachers—Thursday and Friday, Jan. 10 and 11.

The examinations for licenses to teach in the vacation schools and playgrounds and in evening recreation centers, will be conducted during the holiday week in December, 1906, while those for licenses to teach in the evening elementary and high schools will be set for February, 1907.

Appeals from ratings and review of the papers in the recent examinations will be heard by the examiners during the first two weeks of September.

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Fig. 45

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Here and There.

It is expected that about 172,000 children will enter the public schools in Philadelphia this fall. Last year 6,333 were placed on half time, while many others were taught in poorly equipped rooms. Dr. Brumbaugh says, however, that the Board of Education is better prepared this year to meet the increase in numbers than has been the case for several years past.

The Scranton, Pa., teachers are making a movement to induce the Board of Control to institute a pension system for aged teachers, following the example of New York, Philadelphia, and other cities. Two plans are under consideration, one that teachers be retired after reaching a certain age, the Board to fix the amount of their pension; the other, at a certain age the teachers be placed on a substitute list and receive half pay whether they teach or not.

Rochester is planning to make some arrangement whereby the public school playgrounds may be used during the fall. The summer playgrounds have been so popular that it would be a hardship to many working boys who have enjoyed them in the early evening, if the grounds are closed before the season of outdoor sports is over.

The manufacturers of North Carolina are said to be almost unanimously in favor of compulsory education and opposed to child labor. Some of the mill men have suggested the feasibility of a "father labor law," to reach indolent parents who hang about the towns in idleness, depending upon the earnings of their children, who ought to be in school.

Noah K. Davis, for thirty-one years professor of moral philosophy in the University of Virginia, is to become a beneficiary of the Carnegie Fund. Professor Davis retires in the full vigor of his intellect and at the height of his reputation as a philosopher, teacher, and man of letters.

The salaries of women teachers in Lancaster County, Nebraska, according to the recent report of Superintendent Bowman, range from $33 to $60 a month. Men are paid from $40 to $100 a month.

An educational mass meeting was held at Henderson, Tenn., some three weeks ago. There were 3,500 people present to see the 1,500 school children march to the assembly grounds and listen to the speeches. Addresses were made by County Supt. N. B. Hardeman, and State Supt. S. A. Mynders. Dr. P. P. Claxton, of the University of Tennessee, was the speaker of the day.

The school apportionment for Harris County, Texas., in which is situated the city of Houston, has been made out on a basis of $5 for each child, and amounts to a total of $99,900. The county superintendent is making an effort to raise the average term for schools in the county to eight months this year, instead of the seven and one-half months of last year.

A thoro examination is to be made into the physical condition of the public schools of Baltimore. The health inspectors will attempt to have minor physical defects in young children corrected.

L. B. Grandy, M. D., Atlanta, Ga., says: In my practice, antikamnia tablets are the remedy for headache and neuralgia, some cases yielding to them which had heretofore resisted everything else. I usually begin with two tablets and then give one tablet every hour until relief is obtained. A refreshing sleep is often produced. There are no disagreeable after-effects.

New Regulations for Boston.

Under the new school regulations prepared by the Boston school committee, the marriage of a woman teacher operates as a resignation of her position and the business agent of the board, when notified of such an event, has been instructed to strike the name of the newly-wedded from the pay-roll. Hereafter teachers are to be promoted for merit only.

The question of corporal punishment has occupied the attention of the board on account of serious complaints against a teacher. The new regulations provide, "The confinement of pupils in a closet or wardrobe, the use on the part of the teacher of sarcastic or discourteous language, is forbidden," and that "corporal punishment shall not be inflicted upon girls in any school, or upon boys in the Latin or high schools or kindergarten, or in the sight of other pupils, and shall be restricted to blows on the hand with a rattan." Such punishment is to be resorted to only in extreme cases, and all inflictions must be reported.

Eyes of School Children.

D. Benjamin F. Rogers has been making an examination of the school children of Buffalo with regard to their vision, and he finds that 25 per cent. of them have errors of refraction or other ocular troubles. A large percentage suffer from various forms of headache, vertigo, and drowsiness, nearly all traceable to ocular defects. He suggests that in a multitude of cases the ounce of prevention should be applied by careful attention to conditions surrounding the pupil in the school-room. He says:

"Eyes originally sound are ruined in school by methods and conditions that are entirely avoidable. There is no hygienic point where the teacher can render more distinct service than in relation to the eyes of the school children."

Here are the findings in the high schools of Buffalo:

"Masten Park High School, registration, 1,181, 480 boys, 701 girls; 49 boys and 114 girls wear glasses; 58 of this number wear myopic glasses, or more than 35 per cent.

"Central High School, registration 863, 105 pupils wear glasses; 29 of this number wear myopic glasses, or more than 27 per cent.—32½ per cent. is the average percentage wearing myopic glasses; 15 per cent., or almost half of the average percentage (32½), wear a compound myopic glass. Thirteen per cent. of the total number in the high schools wear glasses. A large percentage of children are entered without question as to the state of their vision, due in measure to want of time on the part of the teachers."

Dr. Roger says: "The Board of Health, the superintendent of education, the teachers, the oculists, all physicians, the press—in fact, the general public should take up this subject and avoid, as far as possible, injuring the eyes and health of the pupils while carrying on their instruction in our schools."

Agricultural Teaching in Texas.

Training in agriculture is proposed for the public schools of Texas. In commenting upon the plan, a few days ago, State Superintendent Cousins said:

"Agricultural training in the grammar and all public schools will be a much desired innovation upon our present course of studies. Difficulties which will attend the beginning of this work are well appreciated, but they will be overcome by degrees, and it is never too early to start.

"Agricultural science will have, of course, to be added to the normal school courses, and all public school teachers will gradually be required to manifest a sufficient knowledge in this science, of application of all other natural sciences to intelligently instruct the pupils. Very elementary text-books will be used in the lower classes. Agricultural science, of course, includes biology, physics, chemistry, the study of bacteria, and almost every other study now taught. The thing is to teach the application. Students will be shown how the richness of the soil may be prevented from being lost thru lixiviation, or leaching, as the effect of water draining the valuable salts and alkalies out of the soil is called. Why and how to rotate crops, and, in fact, everything which a farmer should know and the wherefore of it, from a practical scientific point, will be included in this course."

Syracuse University Teachers College.

Syracuse University opens this year, for the first time, its new department, the Teachers College. On the faculty are the heads of all the departments of the College of Liberal Arts, who will instruct in the method courses, while retaining their positions in the older college.

Albert S. Hurst, whose name appears in the new faculty list, was graduated from Toronto University. In 1899 he was a graduate student in Clark University in psychology and pedagogy, and in 1904 was granted the degree of Master of Arts, and a year later the degree of Doctor of Philosophy. He was a teacher in the public schools of Toronto for four years, taught English in Bridgeport, Conn., for three years, and in Peekskill Academy for two years. For one year past he has been superintendent of the Y. M. C. A. educational work at St. Louis.

The normal art and normal music courses, formerly given in the College of Fine Arts, will be transferred to the Teachers College.

Two degrees will be offered, one of Bachelor of Philosophy in education, upon completion of a three-year academic course and one year professional course, the other of Bachelor of Pedagogy at the completion of a two years' academic course and a two years' professional course. Advanced degrees offered for additional years of work are Master of Pedagogy and Doctor of Pedagogy.

The departments of the college will be the collegiate department, professional department, department of normal music, and department of normal art. The course in normal music will take three years and the course in normal art two.

Buffalo High School Work.

The Buffalo, N. Y., high schools have adopted for this next year a new study outline, arranged with special reference to the Regent's latest syllabus. The minimum requirements for the classical diploma are to be: English, 13 counts; mathematics, 10; history, 5; science, 5; Latin, 20; a second foreign language, 15; elective, 4. The minimum requirements for the regular academic diploma will be: English, 13 counts; mathematics, 10; history, 10; science, 10; elective, 29.

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Commercial Education Abroa

As a preliminary to opening its ne commercial high school, Boston sent th newly elected principal of the schoo Mr. Frank V. Thompson, to Europe, t study conditions there. Mr. Thompso says that he found in Italy, Belgiur Switzerland, France, Germany, and Au tria commercial schools which had lon since passed the experimental period. these institutions thousands of your men are receiving training to fit them f business. In many instances instructio is imparted with the direct object training young men for the consul service. As a result, large numbers young men are annually prepared t assume positions as commercial agen and in banking, mercantile, and manu facturing houses.

In Italy the Government encourag the extension of commercial instructio by granting large subsidies. In Switze land there is scarcely a city of eve moderate size which has not a flourishin school of commerce. Neuchatel, whic has less than 18,000 inhabitants, has commercial school of 700 boys and your men. The fine building, with its splendi equipment of laboratories, is superio Mr. Thompson says, to any school struc ure in Boston. Austria has a very com plete system, Vienna alone having fiftee lower commercial schools and four high schools of commerce.

In Germany there are four kinds commercial schools, all under control the State. One kind gives an elementa training for business to boys up to the a of sixteen or seventeen. Then there a higher kind of commercial trainin and then, again, commercial universit of the same grade as the usual Germa universities. The fourth kind of com mercial education is the apprent institution.

France also has a fine system of co mercial schools.

England has no schools of comme in the proper sense. The realization the need, however, is growing. invasion of German young men, w trained, and capable, into the busi houses of England, is forcing a recogni of the desirability of a proper busi education. Germany has put milli into technical schools, and has no pr lem, Mr. Thompson says, of the une ployed. Instead, there is a scarcity labor.

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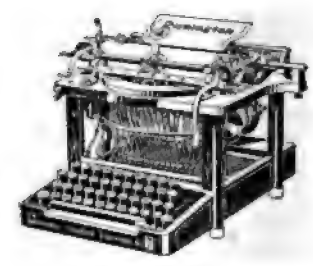

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Vol LXXIII. For the Week Ending September 22, 1906 No. 10

OSSIAN LANG, Editor.

Building for the Future.

Education is building. Building for the future. We want to plan for it as the cathedral builders planned. Not a temporary frame building that may be torn down some day to be replaced by a statelier edifice. Not a small, narrow chapel, permitting of the addition of lean-tos. Not a bare shelter from the winds and the rains. The cathedral is to be dedicated to Him whose name is Might, Glory, Truth. It is to be His dwelling. And so it is to proclaim to the beholder thereof His might, His glory, His truth.

The work of the primary school is foundation work. But while the ground is well prepared and the corners firmly established, the sculptors are at work in carving the pomegranates and lilies of the pillars that are to adorn the house.

It may be that cruel reality will not permit the work to proceed beyond the basement. Then the roof is placed over it to remind the passer-by that here the building was interrupted. The wish is kept awake that some day the labor may be resumed. Who will rise to say that this child and that will never have the capacity for the fullest development of human possibilities? Who is vain enough to predict that the child will never have the opportunities which discover the fallow land and deck it with roses and berries and goodly trees?

After the foundation what shall it be?

Shall there be breastworks and parapets and turrets? The civilization of these has passed away. They never proclaimed Him who is the Great Educator of mankind. They were erected by men who had learned the mechanics of building, but were not of the spirit of the master-builders. No fortress and no prison will reward the searching eye with revelations of beauty in the details. Seen from afar, a fortress may appear imposing. It is the strength that threatens the destruction of others.

The cathedral speaks of a strength that raises the fallen. Aspiration is disclosed in every line. The details invite close examination. The longer one studies them the richer will be the finds of beauty.

Which shall it be, prison, fortress, or cathedral?

Is not the store-house the better model for the work that education is trying to do? Every room serves an unmistakably practical purpose. Light is admitted that the wheat may not grow musty. The exterior is attractive to the eye, and speaks of substantiality and frugal planning for the future. The contents can be converted into cash. When the doors are shut, never to be opened again, there will still be food for rats.

Which shall it be, prison, fortress, storehouse, or cathedral?

Why not a play-house? The thought quickens the art instincts of the architect. Pleasure must smile from portals, walls, and ceiling. The curtain rises. The puppets go thru their parts. People come, they laugh, they weep, they knit their brows, they approve, they go. Between the acts dresses and millinery are displayed and admired. There is gossip and wise religious and political comment. When the curtain goes down on the final act of the last play there will be regrets from those whose cares had for a time been played away within that house.

Which shall it be, play-house or cathedral?

We need both.

Can they not be under one roof? In the middle ages they were. In antiquity they were. Play and worship both had their home in the temple of the Most High.

The builders that created those wonderful piles regarded joy as the central thought—joy, the daughter of wisdom and beauty, the wisdom that is strength and the beauty that inspires.

Firm, lofty, beautiful the super-structure shall be. Not frail, not austere, not frivolous. It shall be a fit dwelling place for the noblest aspirations of humanity. Useful? Yes. A place to which one can go to escape the anxieties, the tumults, and the trivialities of the dollars and cents world is useful. Not as useful, perhaps, as your Octopus stock, my brother, which shares in the plunder won by financial blandishments from the holders of other stock, and which transfers to your purse while you sleep, money mulcted from the laborers whose little children must early begin the battle with want because of the automatic increase of your dividends. No. Not as useful as this. Rather as useful as your garden, which constantly incites and invites you to labor, and which rewards your efforts with health that comes from the digging, with food that springs from the ground, with joy that smiles from the buds and the blossoms and the green grass. As useful, too, as the art of reading, not that reading which limits itself to the interpretation of stock quotations, but that reading which yields an increase of life.

The temple at Jerusalem contained dwellings for the priests and their many assistants. There were shambles and bakeries and baths and kitchens—all the activities of every-day life were represented—and the whole was dedicated to Jehovah. The money-changers came, too, and those that sold and

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bought—they by their noisy persistence and mercenary disregard of the supreme purpose of the place, made it a den of thieves. Commercialism serves some useful ends, but it is only a small part, tho it would make itself the whole of life. Everything must be subservient to the great thought. The mediaeval cathedral was to be the social center—meeting-house, play-house, market-place, and everything dedicated to Him whose name was Might, Glory, Truth.

Education is building. Building for the future.

McIver's Death.

Charles Duncan McIver died suddenly of apoplexy, on September 17, on the special train which brought William J. Bryan to Greensboro, N. C. Mr. Bryan, in his address, which was to have been a joyous greeting to the Carolinians, spoke feelingly of the life of him who had been called away.

Dr. McIver was a forceful leader—perhaps the most forceful one—of education in the South. The coming into existence of the Southern Educational Board was in no small measure due to him.

Charles D. McIver.

He labored with all his might for common school extension; for compulsory laws that should reduce the curse of child labor; for more efficient and better-paid teachers; for cheerful school-rooms, and larger opportunities for the people of the South.

McIver was a Carolinian first and last. His cradle stood in Moore County, North Carolina, where he was born just forty-six years ago, lacking ten days. After his graduation from the University of North Carolina, he was instrumental in organizing the schools of Durham and Winston. At the time of his death he was president of the North Carolina State Normal and Industrial School, from its organization by him in 1892. His leadership among teachers was attested to by his election to the presidency of the Southern Education Association, and that of the North Carolina Teachers' Assembly.

Last summer he came within a few votes of being elected president of the National Educational Association. If it had not been for the longer service and the unusual popularity of Nathan C. Schaefer, the honor would have been his. Who could have believed that he would not be found among the living when the N. E. A. should gather in its next convention? One argument brought to bear against his preferment to Dr. Schaefer was that he was young and could wait.

McIver was a manly man, of a genial nature, and one who held his friends and knew how to secure their co-operation in whatever educational interests were nearest to his heart. His striking stories and his bright humor never had a trace of bitterness in them. He was exceptionally quick at repartee and very witty, but never sarcastic. Men of his force and breadth of view are rare in the educational field. The attractions of commercial and political life are usually stronger than they. While he died at an age when most men begin their really effective *work,* he accomplished as much in his years as others in their three score and ten. We shall McIver.

Philadelphia Raises Salaries.

Philadelphia has raised the salaries of it mentary teachers fifty dollars all along the and thus does something to wipe out the s of paying its teachers less than any other large Teachers hereafter will receive $520 their first instead of $470. The old provision for an a increase of thirty dollars for the first ten ye service, will remain in force.

The new five mills school tax provides $200,000 more for the schools than they hav heretofore, the total sum for school purpos the coming year being in the neighborhood and one-quarter millions. The increased gave opportunity for the raising of salaries. increase will affect more than three thousa hundred women, and about one hundred and men.

The appropriation for salaries for the past was a trifle over $3,700,000, out of a total for expense of somewhat more than six million d

The Board also appropriated $50,000 to cr teachers' retirement fund, on conditition the teachers contribute an equal sum. Th no doubt of the willingness of the teachers t tribute their share. Probably they will raise the basis of a levy of one per cent. of the a salary of those who have taught less than ten and two per cent. on the salary of those who taught longer than that. The fund of $1 will be sufficient to provide for superan teachers.

Educational Meetings.

October 3-5.—School Commissioners Meeting, Ithac

October 3–6.—Co-Educational Conference of the C ative Education Association, at Richmond, Va. D Mitchell, President of the Association.

October 12-13.—Upper Peninsula Educational A tion. For place of meeting address Commissioner Sterne, of Ishpeming.

October 13.—Northeastern Nebraska Educational ation, at Emerson.

October 17-19.—Council of Superintendents, Ro N. Y.

October 18-20.—Rhode Island Institute of Instruc Providence. Hon. Walter E. Ranger, State Supt. of Instruction.

October 18, 19, 20.—Superintendents' and Pri meeting at Lincoln, Nebr.

October 25-27.—State Teachers' Association will at Battle Creek.

October 25-27.—New York State University C tion, at Albany, N. Y. Dr. Andrew S. Draper, Ne State Commissioner of Education.

October 26-28.—Western Nebraska Educational A tion at Sidney, Nebr.

November 30–December 2.—The Social Educati gress, at Boston. Frank Waldo, Corresponding Se Room 16, Rogers Building, Boston, Mass.

December 1-3.—Southeastern Minnesota Educatio sociation meets at Winona. W. F. Kunze, president

December 26, 27, 28.—State Teachers' Association coln, Nebr.

December 26-29.—State Teachers' Association. F of meeting write to A. E. Wilson, Secy., Little Rock,

December 26-29.—Minnesota Educational Associati in Minneapolis.

December.—Northwestern Nebraska Educational tion. For date and place of meeting write Supt. Hayes, Alliance.

Holiday Week, 1906.—State Teachers Associatio cuse, N. Y.

Holiday Week, 1906.—Associated Academic Pr Classical Teachers Association, Council of Grammar Principals, Art Teachers Club, Training Teachers Con Science Teachers Association, Syracuse, N. Y.

Superintendent Greenwood's Annual Benediction.

The Great Things to Keep in Mind.

By SUPT. J. M. GREENWOOD, Kansas City, Missouri.

[Concluded.]

Disregard for Law.

We are reaping the fruit of that teaching that has been gradually growing up in the public mind for more than a third of a century—the disregard of law and order. A sentimental feeling fostered in many homes is that it is fair to do questionable things relating to business transactions, provided one is not found out. Disregard and evasion of law, by hook and crook, are the most dangerous and insidious evils that threaten our homes and our nation.

Home teaching is responsible for many of the evils of which we complain, because it is the fashion to overlook childish waywardness and wilfulness, and to neglect to enforce obedience to authority. In many homes the children defy the parents, and in some a maudlin sentimentality is practised so that when the child enters school it is a law unto itself. Honesty and obedience are very old-fashioned virtues, but they are very excellent ones. If this national disease is to be cured, we must go to the very root of it—to the homes, where the children must be taught to respect and obey regularly-constituted authority. When proper discipline is enforced in the homes, school discipline is more easily maintained without friction. A school is a place in which each pupil should do his best work quietly, and without interference.

I am not an advocate of harsh and stern measures, nor an advocate of brutality in order to enforce discipline, but the old-time firmness is far better than the lawless sentimentality indulged in by many misguided parents of the present. No child will die because it is taught to obey at home and in school. It is better for him to behave than to become a bold, defiant braggart or worse still, a bully or a sneak. Unless proper discipline is maintained and enforced, the homes and the schools are simply hot-beds of anarchy. If the public press, in connection with the schools, will insist that the American child, as well as the grown man, must obey all needful laws and regulations, then public sentiment would soon tone itself up to a wise and rational system of child management. Under such influences it would be an easy matter to establish the right kind of obedience in the schools and homes. But to make a hero of an unruly, vicious child is to ruin him forever. It is regarded as the highest duty of public officials to bring offenders to judgment, but we forget just how a wilful child may become a criminal when we anathematize the teacher who tries to save the boy.

It is pre-eminently on the side of the will that our entire system of educating children needs strengthening. Education should teach self-control. When one has complete possession of himself, he is the owner of the greatest gift this earth confers. To be self-possessed, patient, firm, judicial, to weigh evidence, to be governed by reason, to waive immediate prospective benefits in the interest of higher and better things in the future, to be calm in adversity and deep sorrow, to face difficulties and calumnies unmoved, having the consciousness of right on one's side, are among the best assets of the genuinely educated man or woman. Character is not the inspiration of genius; it is building up line upon line, with faith in the true and the right. With the individual, it all depends upon the life he has lived and the life he has determined to live. If the teacher or pupil decides to make self-service; instead of public service, the goal of achievement, disaster is sure to follow.

Crises and emergencies arise in the lives of all, and unless one has the foundation principles thoroly imbedded and rock-ribbed in his mental constitution, he is easily broken into fragments and crushed. It is the spirit in one that keeps his head above the waves and his vision clear. The world wants steady workers, not the do-nothings who act as figure heads. The intelligent, busy men who are efficient in service, are all needed wherever they may be. Great interests do not manage themselves, not even in Kansas City. Too many boys and young men are white-livered quitters. They lack grit, determination, will power, iron in the blood. They won't stick! Too much plastering down the hair in the middle, too many smokers, too many costly and frivolous habits that spell ruin large! The old spirit of heroic determination is lacking. They fail to realize that every successful man has force of character and is endowed with energy. Only the resolute, hardy, disciplined man can succeed in the storms and trials of life. Up and at it early and late, should be the motto of every youth and every man who expects to put his life outside the zero column.

I believe one of the most serious defects in our entire educational system, from the nursery thru the post-graduate work in our best universities, is that the teachers and professors carry too much of the loads for the learners—that they explain and direct and lift the learners over too many hard places. The best start is certainly given in the lowest primary work, but primary methods are continued too long and carried too high up. A child should not always be a baby. Instead of the pupil's doing his own thinking for himself, the teacher sets the thinking, the manner of doing it, and then does it, the child remaining the passive recipient. The text-books, too, are got up to make everything as easy as possible, a sort of bicycle road from which every stone and earth knob have been removed. The pupils are slids over the hard places so easily that they really do not get hold of anything thoroly enough to understand it. The American teachers do not only the thinking, but very nearly all the work for the pupils, as compared with the European teachers.

There are two sides, however, to this question. If one looks for a moment at the mechanical equipment of a modern up-to-date elementary or high school, he is confounded at the outlay in most of them in the way of relief maps, the botanical, zoological, and geological specimens labeled ready for examination, or awaiting inspection and investigation. Colored maps, plates, and all the improvements added to kindergarten, class-room, and laboratory—all there to arouse the praises of the parents, the approbation of the teachers, and to cloy the senses of the pupils. Equipments are to be seen at a glance as are billboard advertisements. Everything is so well illustrated and so simplified, that all the pupil has to do is to turn his eyes to see, and his ears to listen, and literally he drinks it all in and becomes a scholar without an effort. Yet this will not educate. What I would emphasize is, that an education made so easy is no education. It is a make-believe. There are no short cuts to

learning a subject. Get wise quick is a fallacy, the same in education as in business. Illustrations are helps, but they can never take the place of long-continued toil. I quote the following sound advice from an English schoolmaster who has been looking for ten years into American schools:

"Unquestionably such misuse is made when a teacher, setting a problem that involves a sphere and chords, takes from his desk a glass ball pierced at different points, and draws two wires thru it at the proper angles. The pupil who cannot draw with compasses a line upon his paper plane that in his mind's eye is a perfect globe, will be harmed, not helped, by all the glass globes ever blown.

"The 'pony' is the worst possible mount for the youthful traveler toward the mountain tops of knowledge. No human being ever learned Latin or Greek from an 'interlinear.' But no unbiased observer can be blind to the fact that the impatient American spirit, desirous of concrete results in return for the least possible expenditure of time and toil, is apparent in matters educational as well as industrial. The warning of the great English chemist, Sir William Ramsay, in his recent address to the Society of Chemical Industry in this city is timely, for his words apply universally and not only to his own profession:

'The education of a chemist must be conceived in the sense that it consists in an effort to produce an attitude of mind rather than to instill definite knowledge. In short, it is the inventive faculty which must be cultivated. My contention is that most of the lads who enter a chemical laboratory are able to receive some inspiration or to have a latent inspiration developed, which will fit them to become inventive chemists.

'Above all, not too much teaching. The essence of scientific progress is the well-worn method of trial and failure. It is simply horrible to think of the travesty of teaching in vogue in some of our colleges, where everything is provided, and where the students add one solution to another by word of command and record their results in special note-books constructed for the purpose. What do they learn? To obey? That should have been taught in the nursery. Manipulation? Manipulation consists in constructing what is required, not in using what is given. I had rather see a youth commit the Aeneid to heart than carry out such time-wasting, soul-destroying routine operations. The first may result in a stronger memory; the second is fatal to originality.'"

To develop a strong body and a vigorous mind depends upon exercise and "exercise must bring fatigue and soreness before the child's frame can grow into symmetrical strength of bone, muscle, and sinew. It can be fed and pinched and patted into plumpness. But it is exercise only, taken regularly and gradually increased in severity under the guidance of skilled instructors, that makes the athlete. What is true of the sound body, is true of the sound brain. 'Education made easy' can only make stunted or flabby minds."

The Japanese, who have the admiration of the entire world to-day, do not deceive themselves concerning this vital feature of national development. Professor John Perry, former president of the British Institute of Electrical Engineers, who is visiting this country after a service of four years in the University of Tokio, attributes the advance of Japan among the nations largely to its system of education. He says:

I have heard the remark that Japanese officials have been making over here in America, at banquets and elsewhere, that Japan is the intellectual child of America. Nothing could be farther from the truth. Japan is about one thousand years in advance of England, and, I fear, of America, too. It is a question whether we will ever catch up with her.

In the first place, the Japanese are not imitators. are originators, strikingly prone to original investig You must remember that their civilization began long ours did. I had not long been a professor with Ja students in my classes before I made a striking disc I discovered that while the American or English yo reading romances, the Japanese man is reading Ma and Herbert Spencer. Common sense and subtlety, are the most pronounced characteristics of the Ja mind. They read and study what I fear the Englis American youth knows he ought to study and don't. actually spurn trash. They are serious-minded.

A Deeper Meaning to Life.

In another place I have stated that the cr period in a boy's life is from fourteen to eigh My thought is that the human mind naturally p thru three distinct stages from the high s period onward, and if the pupil's attitude to the deeper meaning of life is arrested in eithe first or second stage of its progress, the res most disastrous. The natural sciences occu so large a sphere of the learner's thoughts, he b his career as a philosopher in that blind kind of that leads straight to materialism, which to l now an image of a soulless, sensuous, sen mechanism, based on mechanical laws that and grind to powder. Here he takes refuge blind mechanical force that has no will o own.

The second stage is simply a higher trans The intellect now begins a remorseless ser separations, obstinately separating all its inq as one puts it, from the belief in the spiritual es and destiny of men, in the vain endeavor to r all kinds of perplexing and visionary puzzles l it settles down finally to the simple kind of that unites the philosopher and little child. second stage may not clarify itself, and the have the erring, but pure-thoughted visio striving on this earth to separate soul and bod innocence is led astray by a phantom, and r is lost in space between earth and star.

Hence to the first rudimentary life of ma mere animal, with its impressions, appetites sions, movements, organic in their origin and r and ruled by necessity, must be added the s or human life as it emerges from free will and sciousness, a union of mind and matter.

Still a something is wanting, which neith these two conditions explains. This "last, g self-completing thinker" reaches the conc of life of man in man's soul, and this enables to think that there is another happiness, an wisdom, another perfection of which human l are susceptible of enjoying. If the pupil has passed thru the first and second planes of thi and he fails to comprehend this highest princi is an easy matter to determine the circle o thought, and the parent finds, when too late his child has landed nowhere in his moral and s ual aspirations. The saddest sight the mind beheld is a human life on the moral side all ch and ruined. The powers that had been orig of rare order abused, the energies that dar faculties that discover, turned to evil; but whe moral nature has failed to dominate the m defective veneration of all that is great or go cynical disdain of what is right and just, in f great intellect, misguided, then perverted, and falling into decay, with the body in imposing Life, then, is the great schoolmaster, and expe is the mighty volume. Shall we not lead ev higher and better things? All advancement be by ideas and work. Shall we not advance

Experiences of Great Britain in Manual Training.

By SIR WM. MATHER, M. P., Manchester, Eng.

[Address Before the Massachusetts Commission on Industrial and Technical Education.]

It is curious that I should be asked by Massachusetts what we are doing in England, when we got our chief inspiration from America. It was your manual training schools that impressed me so deeply. I saw great possibilities in the American system of conducting technical and manual education, and our subsequent Act of Parliament took its form from the American evidence quite as much as from that of any other country.

The Act of Parliament of 1889 for technical instruction, passed five years after the Commission's report, provided that every municipality and local government authority, extending to those localities thruout the country not of sufficient population to possess a municipal council, should have power to levy a rate not exceeding 1*d.* per pound on the assessable value of the respective districts over the whole of England and Wales. Scotland and Ireland had separate acts of Parliament.

The municipal authorities of England and Wales had never been noted up to that time for any particular zeal in education. The school boards in the various localities conducted what we call the elementary stages of education; primary education, and the upper primary, which you would call the grammar school stage. At that stage public school education with us stopped altogether.

Under the elementary education act of 1872 there was no provision whatever made in the country for higher education, no high schools had been established under that act, and there was no provision whatever for the national education beyond the age of fourteen years. Up to that age it was compulsory.

When Parliament conferred upon the municipal bodies thruout the country the sole power for directing technical and industrial and manual training by the act of 1889, it was a new departure in the work of municipal councils; but, inasmuch as this kind of education had a distinct bearing upon the industrial life, the municipal councils took it up with considerable zeal. They did not regard it as general education, they regarded it as special education; and they saw that their local industrial interests would be served by establishing such technical and manual training schools.

I may say that the act did not make it compulsory that they should levy 1*d.* rates, and establish these schools; it was permissible—they might if they chose.

That rate of 1*d.* in the pound would provide, say, in the city of Manchester, with 350,000 inhabitants, an income of somewhere from £14,000 to £16,000 per annum, and so pro rata, according to the population and the rating value of a town or city, the annual income on behalf of technical and industrial and manual training would be more or less.

In addition to this power of levying a 1*d.* rate, conferred upon the municipal authorities in 1889, in the following year of 1890 there was a sum of money amounting to something like one million sterling per annum available for technical and industrial education, derived from a duty on whiskey and beer, which had been levied by the Chancellor of the Exchequer to provide a compensation fund in connection with the proposal of the Government to close some and restrict the number of public houses, or drinking saloons, as you would say, all over the country.

The bill, which would have carried into effect the wishes of the Government in that respect in the year of 1890, failed to pass the House of Commons, so that the provision made by the Chancellor of the Exchequer in advance, by the million sterling per annum derived from the tax on whiskey and beer, could not be allocated. The bill having failed, there was no channel for the distribution of that money; whereupon we educationalists, especially the members of the Technical Commission in the House of Commons, pounced upon the Chancellor of the Exchequer, and proposed that this million sterling should at once be absorbed by the municipalities thruout the country in the form of an annual grant from the Government to assist the 1*d.* rate which they might levy for promoting technical and industrial training. While the Government acceded to our request in part, we failed to persuade them to make it absolutely compulsory on the part of the localities to spend that money on education; but they did dispose of it in what they called the relief of local taxation, and they bestowed upon every governing body thruout the country, county municipal councils, town municipal councils, according to the population of each town and district, a portion of the £1,000,000, as a grant per annum, leaving them to dispose of it as they liked.

We obtained, however, a satisfactory expression of opinion from the House of Commons in connection with that incident; namely, that the House of Commons considered it most desirable that these municipalities should bestow this money solely and alone on technical and industrial instruction.

As an example of the zeal with which the municipal councils took up their work under the act of 1889, I may say that within two or three years every local body, excepting London and the town of Preston in Lancashire, actually bestowed that money, or most of it, derived from the tax on whiskey and beer, upon technical instruction or in the preparation for it, instead of applying it to the relief of local rates generally.

These were the sources, therefore, placed at the disposal of all our local bodies: the 1*d.* rate levied on the town itself, and this annual grant from the government of one million pounds sterling, divided among the towns pro rata to population.

The grant for the city of Manchester amounted to about £12,000 per annum. I may say here incidentally that since that arrangement was made we have by further legislation in 1903 made it an absolute annual grant from the national exchequer to all these local bodies forever for technical and industrial training. It is no longer optional; they are bound to give it to technical and industrial training.

The city of Manchester was not the first, but, as the city council has done the largest work in that direction, we may as well confine ourselves to that illustration, as showing the general activity of municipal authorities in promoting technical and industrial education. They proceeded to capitalize their annual grant of £12,000 per year. They borrowed money on the strength of that annual grant, and raised a sum of money something like £250,000 in cash. They also had further assistance.

For instance, we had already a technical school in Manchester, or a manual training school started entirely from the influence brought upon Manchester by America. My friend Dr. Woodward of the Washington University of St. Louis, who was a great pioneer in manual training, came to Manchester by request, in 1886, and gave a public explanation of his views. Owing largely to his efforts, we formed and established a training school by voluntary contributions, which did very good work for some years in the direction of technical and industrial education. We handed over to the municipal authorities all that establishment when they resolved to carry out their plans.

They proceeded to build large technical schools, having many branches of technical training for special trades based on scientific processes. The total expenditure, I suppose, was £350,000 or £400,000. The institution is very admirably equipped, perhaps equipped to the degree of luxury; but the municipal authorities were ambitious to have a perfect thing, and they got it.

This establishment is maintained partly from the fees of the students and partly from this tax of 1*d*. a pound on the inhabitants of the city of Manchester.

By recent legislation the authorities have the right to levy a tax of 2*d*. a pound of assessable value in the city, and may go to 3*d*. by permission of the Local Government Board, which is the government department in England controling all the municipalities of Great Britain. With the consent of that Board the municipal authorities can levy a 3*d*. rate, but in doing so they must include higher education above the grammar school stage in the public school system. They must establish high schools, and schools for preparation in the direction of technical instruction, so that boys and girls may enter these technical and industrial schools with some knowledge of elementary science, and with such general education as will enable them to understand the instruction given.

With these sources of revenue which I have described, together with the school fees, the municipal authorities consider, notwithstanding that they have spent all their "whiskey and beer" money in the building itself—they consider the income would be sufficient, without making the fees high, to maintain that institution. It is now in full working order, and has been for about three years, and the work it does I will describe as follows. First of all I will describe the departments. There are departments of trade teaching in cotton industry—the cotton trade is the chief trade of the district—departments in engineering, machine construction, letter-press printing, building and all its branches, plumbing and all its branches, bleaching, dyeing, calico printing in all its branches, paper making, and to some extent there is a department of mining, but that is not so prominent as the other departments I have mentioned. There are laboratories for teaching in natural science, and a very competent staff of masters thruout.

It was hoped when that great institution was established, that the working classes especially would be inclined to send their children, after passing thru the elementary schools, to this institution, to take a two years' course at least in the training which it affords; but unfortunately, owing to the lack of interest in education and lack of appreciation for education in England, that hope has not been realized. This great institution, which could easily accommodate two thousand day students, has probably at the present moment two hundred, and these are rather of a casual sort. They come in for a year or a couple of years, and there are very few even of the two hundred taking a systematic day course of three or four years in trade training, or technical training, or manual training, let alone the courses in higher technology.

In consequence of this indifference to systematic day courses of instruction, we are not making very great use at present of the vast expenditure and opportunities afforded; but as a night school this place has about five thousand students during the winter months, beginning in October and ending in May.

These night students consist of all ages—boys and girls of fourteen, who have already gone to work at some kind of occupation, up to men of thirty and forty years of age, employed at some special skilled labor; and those who are not in skilled employment, even laboring men, go there to take advantage of the lectures, and also to see if they cannot get some little scientific knowled processes to help them in their various occupat

In that respect as a night school, serving already employed, the institution is doing very work. Not very systematic, as you may ima as there is no compulsion. The students a two or three nights a week; probably only a attend more than three nights a week.

There are special courses drawn up in eacl partment to suit the students coming in of all k As a rule, those who attend do not take more one or two departments, tho there are some no examples of young men who are trying to mak for lost time in early life. But this training is an important work, and those who have lost opportunity before they began to earn a livin continuing their education on special lines he to themselves and to the industries in which are employed.

That is an establishment which I should contains every sort of industrial training that could possibly require in Massachusetts, presu you intended to give an opportunity for instru adapted to all sorts of trade to those who are in ing to follow industrial employment.

Take the cotton trade of Fall River, or Lo or Lawrence, and all those places where the c trade exists; if you had an establishment suit located, you would no doubt attract a lot of y people of both sexes to take a two or three y course in each institution. You know there passion for education in America among all cl and notably among your working classes. E parent desires his boy or girl to be equipped i best way he can for an occupation in life; t fore I should imagine that in a State like M chusetts, if you had such institutions as we in Manchester, and as we have already in other towns devoted to one or more industries, would be filled with day students.

In the town of Salford, which adjoins Manch the same evidence applies to the technical s there as that afforded by Manchester. The aut ties cannot get the young people to attend i day time to take a regular course of instru preparatory to industrial work as a living. must plunge into work as soon as the law al and then their education depends upon that work which I have described in connection the Manchester school. That is the com experience at the present time in England.

In the town of Bradford, Yorkshire, per there is some exception to be made in that res and for this reason: the town of Bradford suf in its trade of wcolens, worsted, etc., owing t advances made in Crefeld, Germany, which is n for its trade school—that is, the school for initi young people who are going to follow the indus of Crefeld into something of the principles u lying this particular manufacture. The tech and industrial schools of Crefeld offered grea ducements to working men to send their chil and they have sent them regularly in the day and their schools are full. They serve also fo sons of employers, the manufacturers in these tr the training is adapted to them, and very good valuable to them as future leaders or great m facturers. Large numbers attend, and before y men enter the employment of their fathers, or one else, they take a systematic course of thr four years in this particular industry.

Bradford suffered so much in consequence o development in Crefeld of the woolen and wo industry that it very early established a v tary technical school before the passing of Technical Instruction Act of 1889; and when Legislature allowed the grant from the Governm the municipality seized upon that, and establi a very valuable institution, devoted chiefly t

woolen and worsted industry, with dyeing and bleaching connected therewith; also a department of mechanics, as every industry depends upon machinery; and consequently in all such schools there is a department of mechanics.

In the Bradford school you would find in the day time a considerable number of students, the sons of employers attending especially to get some knowledge of the science of their trade before they enter on their career. But, with the exception of Bradford, no marked progress has been made in any town in England in the direction of inducing the working classes to send their young people to school for systematic day courses; and I am sorry to say no marked interest has been shown by the employers of labor to send their sons to such schools. We can only, therefore, look to the future for the gradual growth of public opinion in that direction to enable us to utilize such schools as those we have already established.

I apprehend that, if the States of America passed a State law, if you had municipal power to establish schools from the rates in the same way as you have established your public schools from the rates, you could go forward and establish these manual training schools, and I apprehend they would be full of day students right away.

You would probably differentiate then between the high school line of instruction and the technical school line of instruction. You would probably make a division at the grammar school stage, and you would have two branches of higher education. Your industrial and technical schools would begin with elementary science, probably following on the instruction of the grammar school, and you would have your class-rooms and laboratories there, and your class instruction connected with the technical departments and workshops where processes are taught, and the science underlying them.

I suppose you would be able to count before you began on all these schools being utilized. That is my opinion of what I see in America—of the spirit in America as compared with England. You would also be able to utilize, as we do, some of "the water that has passed the mill," in the sense that some of these people who have already gone early in life to a trade will find out how much they must know before they become masters of their crafts, and therefore would attend evening classes; and thus, I think, pursuing similar lines to those we have pursued during the last ten or fifteen years for evening students, you would afford even greater opportunities for your people already employed gaining a living than we do; you would afford them opportunities by day school training as well as by evening instruction for those gaining a living, to become a still more cultivated industrial population, worthy of the resources of your great country.

(To be continued)

Shall We Have Common Sense Even in Spelling?

RUPERT HUGHES, in HARPER'S WEEKLY.

There has been some marvelous rallying to the defense of etymology by people who, I'll swear, had to go to the dictionary to be sure how to spell it. Their train of thought reminds me of the English reason for keeping the "u" in honor—to show that it came into our language *via* the French. If you say, "But, in the first place, it didn't come from 'honneur'; in the second place, it doesn't show it, if it did; and in the third place, if it did, why in the name of Heaven should I in my day and generation add a superfluous letter to a lot of words to show that they came from a language they didn't come from?" To this the Englishman blandly answers "Because!" No wonder Britannia is represented as a woman.

There's an ugly phase to the matter, too, a mean, merciless revelation of human character. Educators favor the new spelling almost unanimously, because they see the eternal droves of children goaded year after year thru the torments of learning to spell a language which laughs at analogy and despises system.

But it is not necessary to talk altruistically of children. We grown-ups ourselves cannot spell. I defy any scholar on earth to write a book and not consult a dictionary—and when he gets to the dictionary he will find several hundred words which the lexicographers themselves cannot spell without dispute. The most learned authors freely confess that they have been saved from humiliating blunders by proofreaders. And who ever saw a proofreader that could exist without a fat dictionary at his elbow?

This condition works even more harm among business men. It is notorious that half of them are saved from abject disgrace by their stenographers. This is as true of college graduates as of selfmade men. Surely, it is a ridiculous thing to have a language so spelled that a man with intelligence enough to make a million dollars should find himself a child among briers (or should I write "briars"), when it comes to what should be the simplest, least detaining thing on earth, the spelling of the words that represent ideas.

A practical phase of the situation suggests itself forcibly to me. I had writer's cramp once for a year, and every individual letter I wrote meant a twinge as of toothache. Lord, how I hated the eternal baggage of silent or worse than silent letters! There's "though," fifty per cent. of it useless lumber—and how many other words have their thirty-five per cent., or forty per cent., or their ten per cent., or fifteen per cent., of silent freight.

There is no space here to go into the infinite inconsistencies of English spelling, or of Dr. Johnson, who, in trying to unify it, committed even more crimes from his very pretense of consistency. It was he that foisted the "u" on "honour" and other words with false etymology, while he omitted it from words where it belonged by the same laws.

I can only say that those who are deaf to the appeals of common sense, of progress, or even of common humanity, in the matter of spelling, ought to read a little more history, and learn to realize how irresistibly the progress has gone on toward reasonableness and unity. But it has been the progress of a glacier—a yard a century. Why not help it on for the sake of the little ones to come, who ought not to spend so much time and pain learning to spell, when life is so short and unavoidable sorrows so plentiful?

Especially let those Americans who have beplastered the President for his act realize that the very words they use against him are used against their own spellings by the English people. They call our American spelling "vile" and "filthy." They say that if we had any "honour" we would not omit the "u" from it. Their historian Freeman said he would "rather be burned at the stake than spell 'neighbour' without the 'u,' which meant that he would like to burn at the stake any one who so spelled it—and that includes all Americans. And finally, let us remember the words of the most eminent and reasonable of American scholars in the English language, Professor Lounsbury, an enthusiastic advocate of the new spelling: "There is nothing on earth more contemptible than English spelling, except the reasons given for continuing it.'

Boston's High School of Commerce.

By F. W. COBURN.

The most important new feature, beyond question, of the Boston school sytem, which re-opened after the vacation on September 12, is the High School of Commerce, which was authorized by the Board of 1905, and was made the subject of an emphatic passage of recommendation in Mayor Fitzgerald's inaugural address. Thru the creation of such a school, Boston comes in closely after New York and Philadelphia, both of which cities have recently opened commercial secondary schools. That the trading center of New England was not the very first in this field is perhaps due to the fact that a very large proportion of the merchants of the city are Scotchmen, either by birth or by immediate descent. It is characteristic of the canny race to allow the value of a new thing to be tested elsewhere —in this instance in Germany, as well as in the two American cities just mentioned.

The new school has just started with accommodations for about 160 boys, in the reconstructed Winthrop Street School, in the Roxbury district, close by the Roxbury Latin School, whose laboratories will be at the disposal of the commercial pupils. A four years' course has been planned, altho at the outset only three classes have been organized. The required subjects are English, German, and French, or Spanish, mathematics, bookkeeping, physics, chemistry, commercial geography, general history, economic history, typewriting, commercial law, and political economy. Electives are offered in stenography, advanced bookkeeping, advanced science, freehand and mechanical drawing, and commercial designing. It is intended ultimately to add a supplementary course for graduate students, each of whom will restrict his choice to one of the four following groups: Merchandise, wholesale and retail, with courses in salesmanship; transportation, both by land and sea; accounting, auditing, banking, and brokerage; manufacturing, including chemistry, physics, technology, textiles, and metal goods.

In view of the importance of the qualifications of the principal of a school representing a new departure from the traditional secondary education, Boston is fortunate in having secured as head of the High School of Commerce, Frank V. Thompson, who as principal of the Bigelow Evening School, has superintended instruction in some of the branches which are to be taught in the new school, and who has just returned from several months' study of the work of German and other European institutes of commerce. Mr. Thompson is pedagogically well qualified for the responsibility he undertakes. He was for several years a pupil of Professor Hanus at Harvard. An evening spent with him at the Bigelow School last winter convinced the writer of this article that here is a man exceptionally well qualified to carry on any work requiring the application of established principles to new conditions. Much of the success, for example, of the free evening course in salesmanship, the first of its kind to be inaugurated in any public school system in the United States, has been due to the persistence and plainness of speech with which Mr. Thompson has presented h s needs to the school committee on the one hand, and to department store managers on the other hand.

In speaking of the group of required studies, Mr. Thompson explains that as subjects they do not appear to be so different from the studies of the ordinary high school, but that every one of them will be taught with a commercial end in view. Thus, in the teaching of languages, altho the elements must be imparted as in all schools, there will be an attempt from the start to familiarize the pupils with the terms of, and phraseology of every-day busi Mathematics will, so far as possible, be taught i relation to commercial problems. History, g raphy, and economics are imparted with the of conveying thoroly and logically about the s kind of knowledge that an alert business "picks up" in the course of his career.

The electives and graduate courses will t lieutenants and captains of industry in so far f at least as they are successful. The thought i give training in the distribution of goods—a ma that has been surprisingly neglected, conside the attention paid to scientific education in production of useful articles.

"In general," Mr. Thompson says, "the air the school is to turn out a business man ra than a clerk; to give a broad training in the proc of commerce, preparing a boy for the enterpri side of trade; for going out among men and d things, rather than sitting at a desk and kee tabs on the work of others. Hence the empl on foreign languages, for our trade is everyw extending among people of other tongues; on actual practice of science as it appears in busi with the application of mathematics in abrid calculations and ensuring accurate work."

Frank V. Thompson,
Head Master of Boston's New High School of Commerce.

The advance work of the Germans in this de ment of education has necessarily influenced directors of the Boston High School of Comm As all the world knows, there are already impor secondary institutions of commercial educatio Leipsic, Frankfort, Cologne, and other Ger cities. The graduates of these schools go out an understanding of the theory and practic trade which makes them formidable and invincible competitors of the energetic but untra Americans, of the sturdy but untrained Bri In this country one frequently hears compl that the professions have become commercial the day is perhaps approaching when all bus here, as in Germany, will have been professional

The need of a professional spirit among our cantile classes is obvious enough. Thomas Lawson not long ago, in discussing "The Co Competition," with its author, Sidney Reeve, that the fact which has impressed him more any other in his career, is the dense ignor among average business men of the simplest p ciples of economics. Such institutions as the C mercial High School of New York, with its 2 pupils (and a large waiting list), and the on

Philadelphia, with its attendance of 1,000, and this school which Boston is inaugurating, hold out a promise that thirty or forty years hence no financier, however ready with generalizations, will presume to make such an accusation regarding the generality of his calling.

A man whose ideas undoubtedly have contributed to shape the new institution in the New England metropolis is James J. Storrow, of the school board, himself a member of the most famous of Boston banking houses. Mr. Storrow is in full sympathy with the movement that looks to studying German methods of commercial education and applying them in this country—as accurately as the difference of conditions permits. He recently returned from a business trip which embraced the principal financial centers of Europe, and on his return he said that he had been most impressed, as on twelve previous trips of similar scope, with the continued and phenomenal progress of the Fatherland.

"Germany," he said, "is ever alert for new ideas. In this respect she is like Japan. She literally scours the world for new methods in enlarging and perfecting her technical educational system. The result is apparent on every hand in her over-shadowing position in the commercial world. Her new Commissioner of Education made a visit to this country last year expressly to reap the benefit of our experiments in the field of industrial education. When returning home, he was asked what was the most wonderful thing he had seen in America. He replied that it was our juvenile courts."

Fags and Fagging.

By YORK HOPEWELL, B.A., in "B. O. P."

There are in England four public schools which stand out pre-eminently still as supporters of the fagging system, and others which well back up these four. The quartette which thus gains additional renown is composed of Eton, Harrow, Charterhouse, and Westminster; whilst two others which are little behind some of these in the matter of "fagging" are Malvern College and Winchester. Some other schools have a certain amount of "fag-work" imposed upon the younger boys in their midst, as we shall see later, but the supreme six stand untouched in their glory as homes and solid supporters of fagging.

We need say little about the terrible fagging of olden days at these schools; of the inhumanity then prevalent, but now obsolete; of the degrading tasks then set poor fags, tasks now unknown to their happy successors. The fagging carried on to-day at the schools mentioned is a practice and discipline which has very much to commend it; it possesses many good points which produce undoubtedly excellent results. Let us begin with Eton, which is still the premier abode of fagging. Amongst the "Oppidans" all the lower-form boys are liable to be fagged, and any Oppidan high up in the school may have two, sometimes three, fags at his beck and call. Amongst the "Collegers" only boys in their first year can be called upon to do fag-duty. The work of the various fags usually runs on regular lines. The fag calls his master in the morning, makes toast for breakfast, fills the bath, and brings hot water for shaving, etc. He has to keep a constant eye on his fag-master's fire during the day in winter, and see that it burns well. He must be ready to go any errands when required, especially to the confectioner's or other establishments patronized by his superiors.

Royalty is not exempt from fag-duty when royalty is located at Eton for the purpose of instruction. The present Duke of Saxe-Coburg, when Prince Leopold of Albany, was at Eton, and was appointed fag to one of the praepcsters of his time. More than one recent scholar of Eton can tell how he was invited to lunch with that praepostor, and found the Prince busy doing fag-duty during the interesting meal. Lord Randolph Churchill, when at Eton, was fag for a well-known youth who later became a Cabinet Minister, and one of his chief adversaries. The present Prime Minister acted as fag to the present Lord Lansdowne, and was made to do his fagging thoroly, too! Percy Bysshe Shelley, in his day, objected very strongly to fagging, and caused a scene about it, but had to yield eventually. Afterwards he became one of the great advocates of fagging, and the late Canon Harvey, of Gloucester, was fag to the poet, who was extremely kind and considerate towards him, and of whom the Canon used to speak in the highest terms in later life, declaring how proud he himself felt at having been so honored.

Besides Eton, another royal school—that of St. Peter's College, Westminster—is undoubtedly a great home of fagging. It is only within very recent years that Westminster has come into line with modern ideas and adopted a fairly mild system compared with its former *regime* of fagging. Even so late as 1893 all the "third elections"—*i. e.*, "King's Scholars" in their third year—and all their seniors, had the power of fagging, and could use that power from 6:45 A. M. till 9 P. M., except, of course, during school hours. Nowadays no junior may be fagged before breakfast nor after supper, and only the monitors have the right to own fags, of whom some possess one, some two, and some, very rarely, three.

The fag-master at Westminster liberally recognizes the services rendered by his fag. Apart from occasional gifts and help, he is expected, according to custom, to present each fag at the end of the year of service with at least a sovereign's worth of useful books. A unique custom at Westminter is that, during the winter terms, the monitors have to make toast for the fags instead of the fags for the monitors. No other school has this strange, but ancient, custom.

When any monitor wishes to call his fag he does not shout "Fag," as at most other schools, but "Elec," which is short for "election." On that cry being heard, all fags, of whatever master, have to rush to find out what is wanted, and by whom. Very inconvenient is it for the poor fags, who are perhaps just breakfasting, to have to hurry off at the cry with mouths half-full, and to have to push past many feeding companions who object audibly to the interruption. But the trouble is taken in good part, after all, for all "first elections" have had to do it, and these same elections expect to make others do it in due course. Should the fag-master want some particular fag, he calls out "Election Jackson," or whatever the boy's name is.

There is one splendid rule in vogue at Westminster. No fag is allowed to begin any reply to his master with the words, "I think" or "I thought." He is expected to "know," and, if he doesn't, he must go and find out before he answers. The common excuse of all schoolboys who do wrong, or fail to do their duty, that they "thought" this or that, never succeeds at the school under the shadow of the Abbey.

Harrow School is also great on fagging, tho it has much modified its former *regime*, which used to be very severe. To-day all boys below the Upper Remove have to fag, except those who have been three years at least in a house. One fag must be always in house during the day to go small errands and to look after the fires of the Sixth Form boys. His day's work in this line comes to an end at 8 P. M. When required by any fag-master he is summoned by a prolonged call of "Bo-o-oy!" and

there is quite an art in learning to shout this word (peculiar to Harrow), in such a way as to make the fag hear, and let him know at the same time who has called for him.

Day-fags serve in their turns for a day at a time, and a list of them is kept in each boarding-house. Night-fags have to arrange their masters' beds, see to the books, etc., and do duty for a week at a time, as their hours are so much shorter. All "finds" or messes of Sixth Form boys, too, have fags to themselves, whose period of duty lasts for a week at a time, and who bring up breakfast or tea on trays for their masters; go outside to recognized shops for eatables when wanted; clear up the tables after the meals are over; and make the rooms presentable—more or less.

In olden days Charterhouse brought the refinements of fagging to their utmost perfection. The fag used to have to call his master punctually at 6:45 A.M., and every five minutes after that till 7:15, if the older boy did not wish to rise before! It was a grand chance for catching a lazy or sleepy fag, and was seldom allowed to pass when the higher boy wished to impress a sense of duty on the lower one. The fag had to get hot water, make the toast, cook the bacon and eggs, and dust the room. A similar procedure was waiting him at supper time.

Nowadays the modern fags at Charterhouse have what is known as "hall-fagging." Sixteen of the lower boys have to attend, four at a time, in hall, and to carry out orders whilst the monitors are at breakfast or tea. Two fags in each house have to act as "under-librarians"—that is, they have to dust the books, keep them in good order, arrange them, and register all that are borrowed or returned. There is also a special fag in each house appointed to be "cup-fag," whose duty it is to look after all cups and trophies won by his house, to keep them clean and in their places, etc.

New boys at Charterhouse are allowed a fortnight's grace before they are put to fag-duty. They are then apportioned to the various monitors, and each monitor has usually two or three fags.

At Winchester the fagging system has somewhat abated, in comparison with the rival "Royal" schools at Eaton and Westminster. There are eighteen "prefects," and every prefect has one fag, called a "valet," who performs many duties. These include clearing the desk after his master has done study, and carrying the master's books upstairs at night and downstairs in the morning; sweeping up the room and dusting it; lighting the fires; taking letters to post; and washing up after the "grubbing" of the prefects. *All* these tasks have seldom to be done now, tho they *may* be ordered by the fag-master. The eight "tolley-keepers"—the "candle-keepers" of former days—can also have a fag each as well as the prefects. When a prefect at Winchester wants a fag to wash out his teapot, or to run an errand, he does not call "Bo-o-oy," as at Harrow, nor "Elec," as at Westminster, nor "Fag," as at Rugby. His well-known shout is "Here!" and woe betide the luckless junior who is then caught lagging instead of hurrying up.

Rugby allows the Sixth Form to fag any boys not in the Upper School. The duties of fags at Tom Brown's old school are more prosaic than at some of its rivals, for they are mostly such dull work as sweeping and dusting the studies, making fires, going errands, and, very rarely, making toast. Most of the glamor that surrounds fagging at Eton or Westminster is absent at Rugby, owing greatly to the much-modified form fagging now takes there.

At Radley College fagging is not by any means obsolete. All the "Lower School" is faggable by the whole of the prefects, by members of the Sixth Form, and by all First Caps—*i.e.*, those who belong to the chief teams for cricket, football, rowing, etc. Each prefect has two private fags, who h devote their sole attention to his wants, an not be fagged by any one else. The prefect of course, fag any other faggable boy besides but the two private fags will do all his regular

There are also at Radley a certain app number of school-fags known as "lob-fags," have to collect balls after games at football and there are also "library-fags," who have t after newspapers, magazines, etc. These fags and library fags are exempt from general fa

Bradfield College supports a very mild syst fagging. Only prefects are allowed to own whose duties consist chiefly in either running e or tidying up their masters' studies. The p themselves are not at all strict with the fags indeed, fagging at Bradfield seems now almost a niscence compared with that at Harrow, Eto

At Malvern College fagging has always e Under the old rules laid down for it it was or that all boys should fag until they had reach Upper School, unless they had been at the three years. Some little time back, howe new regulation was brought into effect, and in vogue, by virtue of which all boys have for three years, with two exceptions. The (1) boys who are in or above the Middle Fift sical, Lower Modern First, and Army Secon have to fag for two years only; and (2), boy have obtained "house-colors," who have duty as fags for one year only.

It will be seen from this that the system ging at Malvern College is almost as severe in vogue at the public schools to-day, at an in the length of service imposed, if not in the to be carried out by the fags. Probably only or Harrow can equal it, and their fag-time reaches to a full three years for each junior bo goes to the school.

One great end is served by the fagging s an end which is often overlooked by its oppo It effectually prevents the bullying of boys, as no boy in any Seventh or Upper Form who has a fag will allow that fag to be bothered or bullied by other boys. The fag-m are all very jealous of their fags, and always re protect them, to help them, and to forwar interests when possible. And this advantage c at every great school where fagging is in vo

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Mens Sana in Corpore Sano.

By DR. THOMAS F. HARRINGTON, in the Lowell *Courier*.

Psychology and physiology, separately and combined, have supplied so many data upon which modern educational forces depend that there can be no longer any question as to the physician's right in the premises. His position, however, is one of coöperation and counsel, leaving to the pedagog the practical test of the value of any observations and deductions.

The medical profession has based its conclusions as to the prevalence and extent of nervousness, over-pressure, physical defects and deformities among school children upon limited statistics gathered in the consulting room. That many pathological conditions among school children have their origin in the school-room, or in the school curriculum is now admitted generally; to charge all such defects to the school life is a serious error, as well as an injustice. The encouragement of such a belief among the people works much harm.

Home Cannot Keep Pace.

The cause lies often in the extra-school life wholly. It may be beyond this even, and traceable only after the family history and home life have been investigated. The family physician is the proper person to give such facts their true weight. Modern conditions have tended to separate widely the school and the home. The branches taught in the schools to-day have so multiplied that the home has not been able to keep apace.

The conditions existing in the present educational system in the United States may be divided into three classes:

1. That in which it is assumed that all children are alike or sufficiently alike to march forward together in the same time, or in the same way.
2. That there are those who need more time.
3. That there are those mentally unfit and unable to progress.

The first proposition is contradicted by such a mass of incontrovertible testimony that its consideration seems hardly necessary, yet it is so firmly fixed by tradition that its overthrow has never been accomplished. Whatever argument there may have been in 1636 for the introduction of a completed educational system, it has long since disappeared.

The repeated attempts to transplant an homogeneous system and fit it to our heterogeneous population and interests naturally resulted in failure. Educational systems are indigenous, and cannot be imported in full bloom, nor has there been fruit sufficiently attractive to warrant the experiment, even if it was possible.

Observing the ceaseless agitation upon school reform which dominates all spheres of society in Germany to-day, we may safely conclude that there is little to be gained in adopting for home use any system now in vogue in Europe.

Data From Kindergartens.

There are no comprehensive data as to the conditions in our American schools. We may, however, gain some information by a study of the kindergartens, the latest "system" transported to this country. Since 1873 these kindergarten classes have grown from 42, with 73 teachers and 1,252 pupils, to (1902) 3,244 classes, 5,935 teachers and 205,432 pupils in 289 different cities. It is claimed that children under six years of age who have not had a kindergarten training are unfit to enter the first primary grade, also that children entering school under five years three months of age, without kindergarten training, failed to the number of 60 per cent. to gain promotion at the end of the first year in the primary school. While only 35 per cent. of those who had kindergarten work failed in this promotion.

Among children six years and over the failure of promotion at the end of the first primary years were 21 per cent. for non-kindergartners, and 10 per cent. for kindergartners. Nothing is offered to show how the physical condition of the two groups compared, the effect of confinement in school-rooms with at least restricted benefits of pure air, of enforced freedom from muscular activity, and of the imposed mental effort. Neither is it known whether children come to kindergarten already defective or mentally unfit for systematic school play even.

We know that the age at which children enter kindergarten is the period of the most rapid increase in brain weight, as well as the period when second dentition is an irritating element of growth. The balance between exhaustion and fatigue is imperceptible and easily upset. It is a period requiring the closest attention to the physical condition of the individual child, a serious responsibility for a teacher to assume. The startling statistics upon eye defects furnished by medical inspection, the wrinkled, contracted brows of school children to-day, the distorted ankles, curved spines and incipient tuberculosis noted among children in the early grades of school life make a close study of kindergarten conditions a necessary step in building an American educational system.

During the succeeding nine years following kindergarten, the child is put thru a process of mental development which is so antagonistic to and in direct violation of established physiological facts that it may be safely said that any child who has maintained his physical and mental equilibrium of maximum relative growth has done so in spite of the educational system rather than by means of it. The question is one of medical supervision, rather than of over-crowded curriculum. It is not a weaker curriculum which is needed so much as is a fitting of the present curriculum to the physiological development of the individual. Such a fitting would react so favorably upon the individual and group of individuals that the average physical and mental status would be greatly raised.

System of Grading Bars Progress.

The greatest barrier to this progress is the system of school grading. It needs no argument to prove that children are mentally and physically unequal, nor that it is impossible to arrange a school program which will turn out all pupils at an equal stage of development. Any such program must fall short of bringing out the best there is in bright pupils, and at the same time it drives the slower pupils forward at a pace often disastrous to genuine progress. Such classing is artificial and has no foundation in nature.

Neither can children be graded according to their ages. More than forty per cent. of children in primary grades are beyond the age considered normal for those grades, and from twenty per cent. to twenty-four per cent, in the grammar schools are over the maximum age. Grading has been carried out in accordance with mental traits and upon an intellectual basis without regard to the physical growth or capacity of the individual child. Growth and development are not the same thing, nor equivalent even. The brain has practically completed its growth at seven years, the development has then scarcely begun. That the weight of the brain has little to guide us as an index of its development is a matter of common

observation in pathology. There is, however, one estimate which is fairly indicative of health and mental development, namely, the ratio between the weight and the height of the individual.

Prof. William T. Porter showed years ago (1893) that there is a constant parallelism between physical superiority and mental capacity, and while the rule may have notable exceptions, it may be stated that a person is more likely to reach his highest mental development only when he reaches the physical growth and development which nature has marked out for him. This does not necessarily imply that small or weak men are always less efficient mentally than are large men, but many names might be mentioned from ancient and modern times showing that leaders among men have most often been those who possessed great physical strength.

Abuse in School Athletics.

This physical development must be physiological, *i. e.*, it must be kept well within the limits of the physiological range of the endurance and capacity of the parts involved. If this be true there is an accompanying increase of height and weight and mental development. As such, physical development has an educational value. Its abuse is the rule to-day in the so-called school athletics, football, basketball, etc.

In the reform already started much depends upon the coöperation of the physician. Its proper adjustment rather than its complete abolition, is the desire of the most ardent reformers. To restrict the amount of physical exercise too rigidly would be an injury more serious than the present greater evil. Physical education is one of the greatest agents in preventive medicine, but it must be free play, not forced training; exercise must be cautiously, wisely, and carefully fitted to the individual lest it enkindle into activity latent disease in bodies already weakened by poor food, bad air, over-stimulation, or improper living. It should be the means whereby mental development is attained, not the end sought during school life.

Factors influencing growth in height and weight are many. It was found that the size of the recruits during the Civil War varied with the location from which they were selected. Prof. Henry P. Bowditch's pioneer work in anthropometry of Boston school children offered a basis for educational guidance which, if developed, would be of incalculable help to-day in solving many vexed problems. Prof. Bowditch found that the children of American born parents were taller and heavier at a given age than the children of foreign parentage. Whether race is the factor, or whether the difference is due to social conditions, might be solved readily to-day when the succeeding generation of the native and foreign born are attending the same schools, with the difference in their social conditions greatly minimized.

That social conditions are important factors in influencing physical development is generally recognized. We know that increase of weight has a closer relation to health than increase of height, and that most acute diseases, as well as tuberculosis, are foreshadowed by a loss of weight. On the other hand, deprivation of the comforts of life has a greater tendency to diminish the stature than the weight of the child. No systematic pedagogic study of school children can be of much value until a knowledge is gained of the growth, and the relationship of this growth, to the mental development in each individual child. This is not attempted in any school organization in this country or abroad. The recognition of the evil of underfeeding school children, and its relation to the problems of education, calls for more space than this article allows. This evil influence must not be overlooked in any scheme for an educational system.

School Programs Should be Changed.

School programs are continued upon the lines which were brought from England in The great strain of examinations, public exhil etc., are all imposed in June at the time wh child is least able. Just as the child is about t upon his period of greatest gain in weight (. to December), he is further taxed by addin mental strain, namely, the opening of the term. It is a common experience that an physical effort, such as bowling, riding, etc. undertaken after a long rest, will cause "blo often to a degree bordering upon actual Now when we set pupils to work under unf surroundings (new teachers, new studies, et cause "mental blocking," and any progress r at a great cost.

The plan which would be the least likely tc the health of the child, and at the same tin the greatest opportunity for mental improv would be to allow the child to continue in Sep after his long rest in summer, the studies ar ditions familiar to him in June. At the sam remove the exhausting, nerve-racking exam tests of June and transfer them to January, w height and weight curves are nearly parallel, a body is in a natural state of exhilaration.

Every physician sees cases of so-called ov among school children, pure and simple c worry and fatigue produced by lack of i Such children are the bright ones in the usually, whose mental activities demanc work, but who are held in line by grading, n time until the duller ones catch up.

Two remedies for these evils seem app one, by introducing school work of a more or nature-study kind, such as is now crowded i winter term; second, by establishing an interr grade under superior teachers somewhere n puberal age, a grade to act as a clearing hc further advancement.

Benefit of Summer Schools.

The first proposition (summer schools), c carried out at summer colonies for the childr leave town, while those who stay at home w immeasurably better in clean, cool, hygienic for a part of the day than roaming about and water, as they do at present. The gain t children whose school life is of the briefe would be very great.

By the second arrangement (the clearing children could be pushed along as soon a comprehended a given subject, without re grading, until they reached the "clearing Here it would be possible to estimate prope real knowledge possessed by each pupil, an would be a means also of learning whet subjects were being properly taught, both i tity and quality—an unknown factor to-da children would have to pass thru this test, stigma which backward children feel of bein back" would be greatly lessened. The fea parents have concerning over-pressure wc eliminated, as the usual cause of this condit grading system, so far as the school life concerned, would be removed. The separa sexes could most appropriately be inaugur this stage. Latent epilepsy would be sub budding criminality blighted, precocity directed, and physical defects recognized threatening dangers at puberty. The neces special classes for the defective, for parental and for juvenile courts would be greatly red

Medical Inspection.

All measures of relief thus far employed ha directed toward correcting defects, rathe

removing causes. These measures have differed with local conditions. In Massachusetts, fourteen cities and towns have medical inspection of schools, and the Legislature has passed an act, which goes into effect September 1, 1906, directing the school committee of every city and town to appoint one or more school physicians to the public schools within said city or town. The very hopeful element of this act is that the school inspection hereafter introduced is to be a part of the school department, and not under the health department, as heretofore.

Medical inspection of schools by physicians appointed by the health department has not been satisfactory. As might be expected, the employes of the two departments, the teacher and the physician, have no definite idea of the dividing line in the jurisdiction of each. There has been no open clashing, but we may agree with the London educational board committee's report, that medical inspection "leaves something to be desired, and there is much opening for improvement."

The inspectors are agents of the health department at present, and as such are looked upon by the children's families as medical police—persons to be avoided, not assisted. Wherever anything like effective work has been done, it has been accomplished thru the co-operation of nurses, and not by medical inspection alone.

In New York City there is a striking illustration of what may be accomplished when the health department and the educational department unite upon the question. In September, 1902, the medical inspectors under the department of health excluded 10,567 children. These children were advised to seek proper medical treatment. Many never delivered the message to their guardian, and the majority became involuntary truants. In September, 1903, the department added nurses to the medical inspection, and the result was that only 1,001 children were excluded. Each child was followed to his home, and a report was made by the nurse to the department whether the cause of the disease or defect was preventable, as well as whether the treatment of the existing disorder was carried out.

Homes which resent interference by health officials welcome gladly nurses as a part of the school government. In many cities nurses have been supplied thru private philanthropy. The objection to this is that these nurses are looked upon as almoners or missionaries of the society employing them. Neither have any right as such in our public schools.

While medical inspection in our schools has served a good purpose in awakening the public mind to the prevalence of contagious diseases, as well as to physical defects among school children, it has *per se* accomplished very little in removing the causes of such misfortune.

If the physician under whose supervision this branch of school work was placed could have a voice in the council and deliberations with the heads of the purely mental branches, an educational body would be created such as does not exist to-day. Massachusetts, the American pioneer in educational methods, has taken the initiative in the act quoted above. Her educational interests are in the hands of energetic, conservative leaders. The future of the school in this country requires such statistics as I have proposed, and an application of their teaching. The reciprocal relation of the school life and the home life cannot be established without them. Not until a uniform inquiry is carried out along these lines for a number of years can we hope to judge properly the question of physical and mental development; and not until we reach such judgment can the right influence of education on future generations be estimated.

Notes of New Books.

In The Psychological Principles of Education, Prof. H. H. Horne, of Dartmouth College, has presented his solution of philosophical theories of education, and has aimed to lay scientific foundations for the art of teaching, so far as those foundations are concerned with psychology. That the facts of consciousness have a relation to the art of teaching is a truism, but the task of transforming the facts of technical and unapplied psychology into practical applications for the teacher, is a difficult one. Professor Horne has succeeded in this to a high degree, perhaps thru the omission of all controversial matter and the inclusion of actual results only. The book opens with a treatment of education as a science, and then passes to a detailed consideration of the nature of education as an intellectual, emotional, moral, and religious force. For perhaps the first time in pedagcgical works of a similar type, emotional education is made to stand on a parity with intellectual and moral education, while religious education is discussed as a part of the general subject. This treatment of religious education emphasizes, of course, the idea of the unity of an education, conscious of its true end.

Aside from the solutions of many practical school problems, the concluding chapters on religious education will doubtless arouse the greatest interest. The author's thesis on this subject may be summed up as follows: "What the public schools under one form of government need is not teachers of religion, but religious teachers; is not religious instruction, but religious living; is not 'religious teaching,' but teaching religiously."

The work, as a whole, is rather a restatement and arrangement of facts than a real contribution of new thought. The teacher in every school will find it, however, full of inspiration and help along practical lines. On the philosophical side it will hardly increase the author's reputation except as a clear expositor of philosophical principles.

Milne's Progressive Arithmetics form a new and important series by Dr. William J. Milne, President of the New York State Normal College. While meeting the newer demands which recent discussions have created. The old and tried methods which have gained for Dr. Milne's previous series the widest use thruout the country are, of course, preserved. Built upon a definite pedagogical plan, these books teach the processes of arithmetic in such a way as to develop the reasoning faculties, and to train the power of rapid, accurate, and skilful manipulation of numbers. The inductive method is applied, leading the pupils to discover truths for themselves, but it is supplemented by model solutions and careful explanations of each new step. Each new topic is first carefully developed and then enforced by sufficient practice to fix it thoroly in the mind when first presented. The problems, which have been framed with the greatest care, relate to a wide range of subjects drawn from modern life and industries. Reviews in various forms are a marked feature. Usefulness is the keynote. The numerous illustrations always serve a practical purpose.

(American Book Company, New York, Cincinnati, and Chicago; "First Book," cloth, 12mo, 288 pages, price, 35 cents; "Second Book," cloth, 12mo, 300 pages, price, 40 cents; "Third Book," cloth, 12mo, 348 pages, price 45 cents.)

The volume Intestinal Ills, by Dr. A. B. Jamison of New York proved to be of such interest that he prepared another entitled Intestinal Irrigation, in order to set forth his views on means to sustain the health of the body. It is a great question how to keep well; that is one of the discoveries of civilization. The daily newspapers have found this a topic of great interest and men of eminence have written articles bearing upon it. The author of this book professes in addition to the external bath that one should also be taken internally and that daily; this gives rise to the title of his book.

A vast number of the ills of civilized man arises from the condition of his digestive apparatus. Dr. Jamison does not claim to have invented a pill or a compound that will set this right. He advises a study of its mechanism and an employment of hygienic means to keep it in order. The title of his book is the keynote of a series of well-considered suggestions. It cannot but prove of value to the large class who lead sedentary lives. It consists of advice as to treatment and not medical remedies. Coming from one who has made a study of the subject for twenty-three years this advice has a value that cannot be overestimated. (A. B. Jamison, New York, $2.00.)

The way to regain your health after sickness is to take Hood's Sarsaparilla—it tones the whole system.

The Educational Outlook.

The first beneficiary of the Carnegie Foundation from the Southern States, is Prof. Alexander Lockhart Nelson, A.M., Ph.D. Professor Nelson retires from his position at Washington and Lee University after fifty-two years of continuous service there.

In Washington, D. C., the school authorities, on account of the increase of typhoid this summer, plan to furnish the pupils with boiled water for drinking purposes. The janitors, moreover, are to see that the water is cooled after being boiled.

The West Point style of caps is to be used in the District of Columbia schools this year. Heretofore the cadets have worn the old-style French caps.

Chicago planned for an attendance of over 290,000 pupils in its public schools this fall. The city has built one new school and added extensions to several others to accommodate the increased numbers. About a hundred new instructors will be required.

Miss Harriet Stratton Ellis (B.A., Woman's College of Baltimore), is appointed to the new position of adviser of women in the George Washington University. Miss Ellis will counsel the young women in social and educational matters, and aid them especially in the first days of their residence. There are now some one hundred and forty women in the university. Miss Ellis will also give courses exclusively for women in art-sculpture, painting and architecture, and English literature.

Announcement is made of the following appointments to the faculty of Syracuse University. Raymond Durbin Miller, associate professor of English; Amon B. Plowman, of the faculty of the Kansas State Normal School, instructor in the department of physics; H. M. Tilroe, a graduate of the Northwestern University, department of public speaking and physics; Raymond Hill, to succeed to the position left vacant by the resignation of George D. Fairchild, assistant professor in the department of French and Spanish.

One of the blindest methods of treating teachers that has ever come to notice is that of a Southside County in Virginia, whose economical district School Board is turning back into the State treasury $400 of last year's appropriation. First grade teachers there received $25; second grade, $22.50, and third grade, $20. If the unexpended money had been used for the pay of the teachers, the purpose for which it was appropriated, it would have meant an increase of seventy-five per cent in their salaries. As it is the money must legally go back to the State.

That the schools in the county in question are poor, it is unnecessary to say; and the District Board stupidly criticizes the schools and the teachers, who cannot afford to work more than one session. The county and district are supposed to raise a sum equal to the State appropriation, but in this, as in many regions which have a predominating negro population, the amount realized from local sources is far less than the State appropriation, and the whole school management seems to be dictated by false ideas of economy.

Mr. A. W. Potter, widely known among school men as the head of the former school-book publishing house of Potter & Putnam, now combined with Silver, Burdett & Company, has been elected as principal of the Susquehanna Collegiate Institute at Towanda, Pa., which has had a continuous history of fifty-five years as a co-educational preparatory school. Before his identification with the publishing business, Dr. Potter held important educational positions and his interest in the development of the school has always remained keen.

In Washington the list of colored teachers is to be completely revised. The revision is to be made because of the discovery that certain teachers whose record was not good enough to warrant it have, nevertheless, been included on the list of names eligible for reappointment. Dr. Montgomery, who is responsible for the rating, defends his action on the ground that he does not judge a teacher merely by her class work, but by her influence as a whole.

The Buffalo *Times* offers a series of cash prizes to the schoolboys or schoolgirls who collect the largest number of the egg masses of the tussock moth, during the month of October. The prizes are twelve in number, and range in value from $20 to $1. They will be awarded by a committee consisting of the principals of the public schools of the city.

On October 5 a mass-meeting will be held at Greenville, Texas, to consider the establishment of a manual training school.

Supt. W. C. Martindale has resigned his position as head of the school system of Moorehead, N. D., and Mr. A. S. Kingsford has been appointed his successor.

The "Roosevelt" spelling is to be official in Iowa and South Dakota. The thirteen hundred students in the normal schools at Cedar Rapids, Ia., and Yankton, S. D., are to use the three hundred approved words in all manuscripts and school papers. The state superintendents of both Iowa and South Dakota have announced the change officially.

The schools in Nebraska are considering the adoption of reformed spelling.

The school board of Henderson, Ky., has appropriated $500 to fit up a building for a manual training school. The school's time will be given for three days a week to the High School pupils, and for two days to the seventh and eighth grades.

Teachers' Institute Dates.

Commissioner of Education, Draper, has scheduled the following teachers' institutes for this vicinity for the school year 1906–7: Albany districts 1, 2, and 3, Altamont, September 10, instructor Williams; Greene, districts 1 and 2, Catskill, September 10, instructor Albro; Ulster, district 3, Ellenville, September 10, instructor Sanford; Washington, district 1, Cambridge, September 17, instructor Hull; Schoharie, district 2, Richmondville, September 24, instructor Sanford; Schoharie, district 1, Middleburg, October 8, instructor Hull; Clinton-Essex, district 1, Keeseville, October 8, instructor Shaver; Columbia, district 1, Claverack, October 8, instructor J. M. Thompson; Ulster, district 1, October 8, instructor Sanford; Schnectady, Delanson, October 15, instructor T. R. Kneil; Washington, district 2, Granville, October 15, instructor Shaver; Rensselaer, district 2, Averill Park, November 12, instructor Sanford; Rensselaer, district 1, Hoosick Falls, November 19, instructor Sanford; Saratoga, district 1, Mechanicsville, December 3, instructor Shaver; Columbia, district 2, Chatham, April 1, instructor Shaver; Saratoga, district 2, Saratoga Springs, April 1, instructor Williams; Ulster, district 2, Highland, April 22, instructor Sanford; Essex, district 2, Port Henry, May 13, instructor Williams; Clinton, district 2, Champlain, May 13, instructor Hull.

In Boston Town.

A new merit system is to be inaugurated in Boston this fall. It will begin with the admission of pupils to the normal school. Unpromising students will be advised or compelled to withdraw from the Boston Normal School. Under the former system the influence of parents and friends, and sometimes public sentiment, has forced the appointment of teachers of inferior ability. Normal school graduates who do not at first get positions in Boston public schools may teach elsewhere; nevertheless, when their names are reached, they will have equal chance of appointment with graduates who have taken poorly-paid positions as special assistants in the city schools.

Miss Mary C. Mellyn, master of the Dillaway district for girls, has been appointed to the new office of supervisor of substitutes. It will be her duty to visit the young teachers appointed as substitutes, and stay an hour or a day, as the case may require, to correct, criticize, and encourage.

Miss Mellyn, from the bottom of the school system worked her way up to a position as assistant in the normal school. Thence she was transferred to the mastership of the Dillaway district. She is a young woman, and well acquainted with the recent normal school graduates.

During the summer telephones were installed in all the Boston schools, connecting them with the Administration Building, in Mason Street.

Readers for Chicago.

A few days before the schools opened in Chicago, an attempt was made to secure an injunction to prevent the Wheeler primer and the Jones readers from being placed in the schools.

The injunction was sought on the ground that, since the Board did not select a book at the last meeting in June, it thereby "automatically" adopted the Rand-McNally books used last year. The Board had, however, suspended this automatic rule. The court therefore refused to grant the injunction.

It is expected that the Rand-McNally people will bring suit against the Board, on the ground that its books were ready for delivery, and cannot now be disposed of. Chicago's bill for primers and readers for the first six grades of the public schools is a matter of some sixty thousand dollars.

Washington and Lee.

Washington and Lee University announces that work will soon begin on its new library, for which Mr. Andrew Carnegie has recently given $50,000.

Such an item calls attention to the vigorous growth that Washington and Lee University has made during the past eight years. Within that period its attendance has trebled, and its teaching force doubled. Four new buildings have been added to its equipment, the Tucker Memorial Hall, for the law school, Engineering Hall, for the departments of physics and civil engineering, a dormitory, and a heating and power plant. Besides these buildings, the main university building has been modernized, and a new chemical laboratory has been equipped. There has been raised a fund of $100,000 as an endowment for the school of economics and politics, a memorial to William L. Wilson, president of the University from 1897 to his death; Mrs. Vincent L. Bradford has given a bequest amounting to another $100,000; and the alumni have given their alma mater substantial financial assistance.

The University has a history of a century and a half to look back upon. It was endowed by George Washington, and for twenty-five years Robert E. Lee was its president. To-day it is going forward to further accomplishment.

Extension Courses in Wisconson

The University of Wisconsin will, this fall, extend largely the scope of its correspondence courses. The extension plan is the result of the great success of the correspondence work in agriculture. The new courses will give the clerk, the book-keeper, the teacher, the housekeeper, and the man in the shop a chance for home study along their particular line.

Professor W. O. Hotchkiss, of the geology department, will give a course in highway construction. Professor Hotchkiss has been making special investigations thruout the state this summer regarding the construction and maintenance of good roads. His course will include instruction in regard to country roads and city streets, road construction and drainage, the building of bridges, and culverts, and the merits of various paving materials.

The fifteen courses in business administration include business forms, correspondence, organization and management, book-keeping, commercial, financial and factory accounting, with a study of the cost of production, office appliances and systems, advertising, salesmanship, buying, credits and coollections, financial operations, and a general course on the practical problems of business management.

The department of political economy has prepared three courses, each of forty weekly lessons. These courses take up the elements of political economy, transportation, and the labor movement and socialism. The second course will give considerable attention to recent court decisions affecting the status of railroads.

There will be five courses in political science. These will cover the methods and problems of the national and the state governments, the law of journalism and business, legislatures and political parties, American diplomacy and world politics, and constitutional and institutional law.

Local centers for the work will be established in the libraries and schools of the various communities. When possible, students will be gathered at these centers by the teachers and study leaders for conference and discussion.

The courses fit in with the regular university work, and are planned in part in the hope of inspiring those who take them with the ambition to continue their study at Madison itself.

Washington Playgrounds.

The playgrounds committee of the Washington Board of Trade has recommended to the Board of Education that the school playgrounds be kept open every school day. Teachers are urged to devote at least one afternoon each week to supervising the play of the children. It was decided to retain the present workers at their present salaries until the end of the month. After the opening of the schools the playgrounds are to be kept open from 12:30 o'clock until dark every school day and all day on Saturday. Dr. Curtis was unanimously elected supervisor for the remainder of the year. He reported that from a study he had made of the papers of two or three thousand normal and high school pupils, as to teachers who had had personal influence over them, he had found that almost all had referred to those who had played with them in the playgrounds or in some other way come in personal contact with them. He said he believed if the teachers could be induced to do this it would be the best thing that could happen to the school, as it would put the teachers and pupils into more friendly and intimate relation.

The committee voted to furnish from its funds all supplies that might be necessary in order to keep these school playgrounds open. A special committee was appointed to confer with the trustees of the Washington Boys' Club, with reference to a union of the Boys' Club with the playgrounds. Dr. Curtis' reported "The attendance this year has shown a decided increase over that of last year. The attendance in July for 1905, was 59,164; for July of 1906, 110,560, or almost twice as much. For August, 1905, the attendance was 82,797, and for August, 1906, 100,378. When we consider that nearly two weeks of the weather in August was so rainy that the children could not get out to the playgrounds, and that most of the teachers this year for the second half in the playgrounds for white children were substitutes, we see that this is also a good record. The total attendance for July and August, 1905, was 141,961, and for 1906, 210,983, one and one-half times as many.

"There has been much less destructiveness in the playground this year than last, and there has been an improvment in the feeling which the children of one section seem to have toward the children of another. It is the belief of the supervisor that in another year meets will take place between different sections without an objectionable occurrence."

Progressive Minneapolis.

The school day in Minneapolis is to be shortened fifteen minutes. The schools will close at three o'clock in the afternoon instead of three thirty. Half of the time thus lost will, however, be made up in the morning, when the schools will open at a quarter before nine instead of at nine o'clock. The departmental sixth, seventh, and eighth grades will open at half-past eight. The school playgrounds will be kept open until half-past three in the afternoon for the use of children whose parents ask that they be allowed to play there during the half hour after school. Superintendent Kendall believes that the fifteen minutes of extra time in the morning, when both pupil and teacher are fresh, is more than worth the half hour lost at the end of the day, when both are likely to be fagged out. By training pupils to apply themselves more thoroly while in school, Mr. Kendall expects, also, to lessen the amount of home study.

The 900 or 1,000 additional pupils in the Minneapolis schools will be accommodated in two or three new portable school buildings and in the assembly halls of the various schools. The board did not receive enough funds to build any new schools.

The salaries for teachers of the elementary grades have been increased forty dollars a year over last year's figures, but they are still low compared with those of other cities.

Two changes have been made in the course of study. Elementary civics is to be given in the eighth grade instead of in the lowest grade of the high school, as heretofore; and in twelve of the schools eighth grade pupils may take Latin if their parents so desire. To make way for the civics, the course in geography is shortened half a year, altho more than four years are still devoted to that subject. Arthur W. Dunn, of the history department of Shortridge High School, has prepared a text-book for the civics course. In it, he gives especial attention to sanitary conditions and the proper ways of living.

The complaints of business men that boys from the public schools cannot keep simple accounts and are not quick in simple operations, has borne fruit in some changes in the arithmetic course. More time than ever before will be given to mental arithmetic, to the keeping of accounts, and to simple operations in banking.

Two new teachers have been added to the manual-training course, one to teach sewing to the girls, the other to assist the boys in their shop work. The work in manual training is being made constantly more practical. Last June the girls in three of the schools made their own graduating dresses. The boys in one school have designed and built a shop in which to stow lumber. In another school the boys successfully planned and built a desk for the teacher. In still other schools boys have made tables, racks, and dumb-bells. The girls, in all schools where cooking has been taught, have prepared and served the luncheons.

Louisiana to the Fore.

A steady and increasing enthusiasm for general education has been manifest in Louisiana during the past two years. It is an enthusiasm that has expressed itself in increased public appropriations, in more and better school buildings, in a larger proportion of teachers of first grade, and in higher salaries.

In 1904 the schools received from local taxation $922,304.30; in 1905 they received from the same source $1,223,953.68, an increase of nearly thirty-three per cent. In 1905 the salary of rural teachers averaged $42.89 a month, an increase of $5.89 over the average of the preceding year during the same period. The salaries of city and town teachers increased from an average of $45.56 to an average of $51.34. The number of first-grade teachers was 2,220 in 1905, where it had been 1,952 a year before. Over two hundred new school-houses were built last year, and a third of a million of dollars was expended in building and equipment.

The length of the school term in 1905 averaged, for white children, seven months; for colored, four and one-half months; for both, five and three-fourths months. In 1904 these averages were all one-fourth of a month longer; but this apparent decline is due partly to the incompleteness of the reports obtainable for 1904, and partly to the interruption of school work by quarantine regulations that caused the schools to open an average of one month late in the fall of 1905. Then, too, teachers have been paid better and school-houses have been improved. It is better for a child to study seven months in wholesome surroundings, under a capable teacher, than nine months in unwholesome surroundings under a poor instructor. The improvement has been intensive rather than extensive.

The salaries of the parish superintendents have recently been raised with the idea of thus securing an abler class of men in these positions. Parish superintendents are required by law to be practical educators. State Superintendent of Public Education Aswell has set on foot a movement to further raise their scholastic and professional qualifications.

Louisiana can claim pre-eminence over all the rest of the country in one respect. She had a larger percentage of teachers attending summer schools in 1905, than any other state in the Union. Conferences of school officials and teachers have been enthusiastic. The Louisiana State Public School Teachers' Association has an enrollment of over one thousand members, and is growing rapidly. The Association is rousing public interest in education, and is doing its part in raising the standard of teaching.

The demand for trained teachers exceeds the supply. In 1905 the Louisiana State Normal School could fill only one hundred of the seven hundred positions where trained teachers were wanted. The result was the employment of many teachers not up to the standard. The State will no doubt take steps to remedy this difficulty.

The educational outlook is bright; but that there is still great need is evidenced by the fact that even to-day there is at least one parish in which over fifty per cent. of the white men are illiterate.

In and About New York.

It is reported that the Board of Education expects to ask for an appropriation of some $27,000,000 for the public schools for next year. Last year their budget was eight million less.

During 1905, only thirty-eight teachers were retired from New York schools, but under the new law 198 were pensioned this year. The total number of retired teachers is now 812, and their pensions total over six hundred thousand dollars a year. The average annuity of those receiving full pension this year was a little more than seven hundred and fifty dollars. Those who retired before serving thirty years received an average of about five hundred and eighty dollars.

A school census is to be taken in the city next month. A round million of blanks are being made ready in preparation for it.

Miss Annie E. Hickinbottom is appointed woman superintendent of the Normal College. The department of mathematics at the College has been separated from the department of chemistry and physics. Miss Emma M. Requa is to be professor of mathematics, while Acting President Joseph A. Gillett will continue as head of the other department.

The appointment of a new president for the Normal College to succeed Dr. Hunter, will probably not be made before next January.

consider the public schools most ad-

There are many East Side mothers who mirable nurseries. Many a hard-working mother appeared at the school doors last week with impossibly small children and asserted that, in spite of their diminutive size, "they had seex years yed."

Many a child discovered that it had to be vaccinated before it could attend school. The result was a line of children stretching from the side entrance of the Health Department building down Fifty-fifth Street, around the corner and half-way down Sixth Avenue to Fifty-fourth Street.

Thomas Agnew, Jr., principal of the Watsessing School, Bloomfield, N. J., has been granted leave of absence from October 1, until July 1, to complete his course of study at Columbia University. His sister, Miss Anna Agnew, will take charge of the school during that time.

John W. Davis, formerly principal of public school No. 8, Bronx, has been appointed district superintendent in place of Superintendent Arthur McMullin, who has just been retired. Dr. Saul Badanes (A.M., Columbia; Ph.D., New York University), is the new principal of Public School No. 84, boys. Dr. Badanes has done considerable philanthropic work on the East Side. Marcus A. Weed is transferred from No. 84 to Public School No. 78. Mr. Weed has been in the public school system since 1878. Miss Beatrice Presswood King, formerly assistant principal of Public School No. 1, becomes principal of Public School No. 59. Miss Fitzpatrick is a graduate of Cornell, and has been in the public school service six years. Miss Mary C. J. Connolly, formerly principal of No. 59, is transferred to Public School No. 113. Miss Marie L. Bayer, for two years principal of Public School No. 21, is transferred to the principalship of Public School No. 147. Miss Bayer has a fine record.

Several hundred New York teachers have been married during the summer. The list of shose eligible for places will be pretty well exhausted before the positions of the "teacher brides" are all filled.

School Begins.

Superintendent Maxwell, of New York, reported that the registration of pupils on the first day of school was 257,878 in Manhattan, 53,552 in the Bronx, 205,600 in Brooklyn, 38,588 in Queens, and 12,230 in Richmond, a total of 567,848, which is an increase of 20,160 over last year's. The total attendance was 482,741, an increase of 14,647 over last year's. These figures are exclusive of five schools from which reports had not been received.

There are 81,391 pupils on part time. Part time pupils receive three and one-half hours of schooling a day, instead of five. This is an increase of nearly ten thousand as compared with last year. Of these part time pupils 52,383 are in Brooklyn, 14,468 more than there were in that borough last year. The number of part time pupils in Manhattan has decreased from about 28,000 to 18,517. Dr. Maxwell's report says, "The figures indicate an enormous movement of the population from Manhattan to Brooklyn."

All together, in the city, 25,900 new sittings were ready on the first day of school, and 4,300 more are to be ready soon in Brooklyn. In October and November, 6,000 new sittings will be ready in Manhattan, and 4,100 in Brooklyn. A grand total of 95,700 new sittings are contracted for by the Building Committee.

The Board of Education, at its meeting, raised the salaries of its physicians, Dr. Samuel Kimball, and Dr. Elizabeth Jarrett, from $1,200 to $1,700 a year. These physicians examine candidates for teachers' licenses. The Board also raised the salary of Frederick D. Chambers, acting Deputy Auditor of the Bureau of Audits and Accounts, from $2,500 to $3,000 a year. Mr. Chambers is to have charge of a new system of compiling financial reports.

In his annual report, President Winthrop declared that the three mill tax does not meet the needs of the general school fund. Where the Board asked for $19,403,966.47 last year, they received only $18,739,422.97, a cut of $664,543.50.

President Winthrop also suggested that public hearings be held on the question of introducing simplified spelling into the public schools.

Evening High and Trade Schools

The ten New York evening high schools and the Brooklyn Evening Technical and Trade School opened last week. The purpose of the high schools is to continue the education of young men and young women who have been graduated from a common school or have partly completed a high school course. Certain advanced courses in drawing and chemistry are fitted for students who are high school graduates.

The subjects taught in the schools are: Latin, French, Spanish, German, higher arithmetic, algebra, geometry, trigonometry, electricity, physics, chemistry, English composition, grammar, rhetoric and literature, business English, stenography and typewriting, bookkeeping, commercial law, history and civics, political science, debating, architectural, mechanical, and free-hand drawing.

High school regents' counts are awarded for the completion of courses in the schools.

Last year successful classes in advanced millinery and dressmaking were held. There was also a class in voice culture, oratory, and debate, which was well attended.

The Brooklyn Evening Technical and Trade School for Men and Women is starting on its second year. Last year it was known only as a trade school, and was in the nature of an experiment. This year, Dr. Larkins, the principal, knows what the students need, and the school is equipped to meet those needs.

The subjects in which instruction is given are carpentry and joinery, cabinet making, pattern making, blacksmithing, and tinsmithing, plumbing, machine shop work, printing and typesetting, mechanical drawing, machine design, electrical and steam engineering, electric wiring and installation, industrial chemistry, applied physics, bookbinding, advanced dressmaking, millinery, and domestic science.

The school is open only to those who are not in attendance at a day school and who are employed during the day in some regular occupation.

A number of changes in organization of the evening high schools are announced. Edward A. Page, who has been principal of the Harlem Evening High School, will be succeeded by John T. Nicholson; Miss Millicent Baum succeeds Miss Helen A. Stein as principal of the East Side Evening High School for Women; and Miss Lillian N. Eliot succeeds Miss Susan Olmstead as principal of the New York Evening High School.

Disease Tests.

Every child who enters a Brooklyn school this September will be examined for trachoma, a contagious eye trouble, for contagious skin disease, for pediculosis, and for any other difficulty that may require his exclusion from the school, on account of hygienic conditions. The object is, of course, to weed out such troubles at the start, when they are liable to be especially frequent on account of the heterogeneous mingling of the children in their vacation play.

Fifty inspectors will be required to get thru the work, so thoroly is it to be done. Four years ago, the last time a similar inspection was made, the result was the exclusion of some hundreds of children, who were sent home for treatment. The present inspection will be even more thoro than the former one, since contagious skin and eye diseases have spread rapidly of late.

Dr. F. A. Cook, who was with Lieutenant Peary on his famous North Greenland expedition, used antikamnia tablets for the crew in all cases of rheumatism, neuralgic pains as well as the pains which accompanied the grippe, and stated that it had no equal. This knowledge is of value and suggests the advisability of having a few of these tablets in the house. —*Medical Progress.*

A Bad Stomach

Lessens the usefulness and mars the happiness of life.

It's a weak stomach, a stomach that can not properly perform its functions.

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W. D. Howells on Spelling Reform.

In the September number of *Harper's Magazine*, W. D. Howells gives his reasons for advocating spelling reform:

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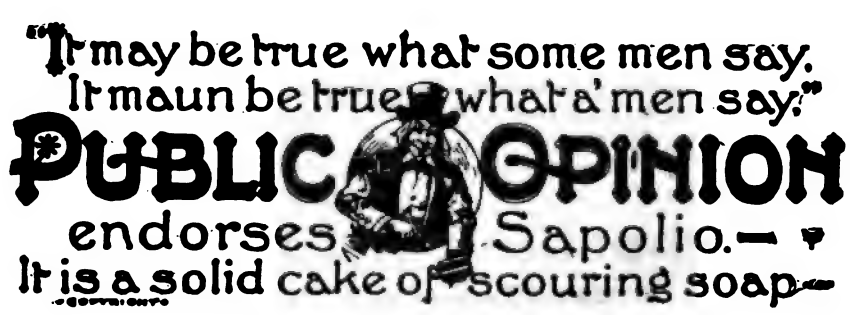

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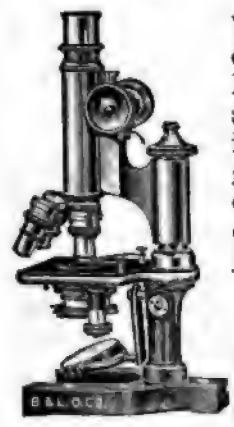

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII. For the Week Ending September 29, 1906 No. 11

OSSIAN LANG, Editor.

Encouragement.

More depends upon the enthusiasm of teachers than upon any other one factor in school education. This being granted, what think you is the chief function of school boards, superintendents, supervisors, and principals?

To keep alive by every means in their power the enthusiasm of the teacher.

Indifferent school boards, discouraging superintendents, nagging principals are a blight upon education. If they were worthy of their honors they would bend their energies to the searching for ways to increase the comfort, the health, the happiness of their teachers.

Enthusiasm is the straight road to efficiency.

This is the principle which supervisory officers should never lose sight of. Nothing establishes the inefficiency of a superintendent or principal more clearly than the failure to keep teachers cheerful and desirous of advancement—not advancement in the salary scale, but advancement in teaching proficiency and general culture and human loveliness. The school is neither a lumber yard, nor a cotton mill. The spirit that quickens is the chief thing. After all, less is dependent upon the information accumulated than upon the interests aroused and enlisted in the many fields open to human self-activity. To be sure certain mechanics *must* be acquired. However this does not afford the penumbra of a shadow of an excuse for the sacrifice of spirit.

A school that has the right spirit is sure to meet all reasonable expectations. It means that the teacher has made some preparation for his work. It means further that the teacher is striving by every means in his power to know the real needs of his pupils and to learn the ways of other teachers, teachers who excel in one or the other department of work. Assuming that the teacher is conscientiously laboring for the increase of his own proficiency and for the growth of his pupils, the one duty left to his superiors is to encourage him in every way possible and to aid him with constructive advice. The fullest scope should be given to originality. A slave cannot train freemen. The really great superintendent is not afraid to encourage independence. If he makes his own will prevail at the sacrifice of the ideas of his teachers he is defrauding the community of the fruit of the many minds. Let every supervisory officer write the word "ENCOURAGEMENT" in a conspicuous place, where it will serve him as an ever-present reminder of his chief duty.

Collapse of a Financial Fallacy.

The failure of the New York City plan of raising money for the general school fund adds another striking example of the futility of accepting untested theory presented with cock-sureness as proved fact. Many will remember the paeans that were sung to the designers of the method of supporting a municipal school department; by an appropriation each year "equal to not less than three mills on every dollar of assessed valuation of the real and personal estate of the city liable to taxation." Those who were wrestling with the problem of how to find a final principle of taxation for school purposes were told that there was no need to look further. But the canny students of municipal finance were not overawed by pedagogical acclamation, and now they have the satisfaction of finding their suspicions verified. The New York City Board of Education has practically condemned the method as unreliable, and not based upon a correct principle. The amount of money needed is governed by the number of pupils in school, and the increase or decrease of values in the real and personal estate of a locality has nothing to do with the question. One might as well conclude that the more children a man has the more money he must necessarily earn. New York City has found that the increase of the school population increased also the deficit under the "three-mill" proposition. The Board puts it, "Growth in school attendance and growth in taxable wealth must synchronize or the financial result will be incongruous," which probably means that we must increase a man's wages whenever his family increases, or there will be trouble.

The new principle to be established now is to secure an allowance per capita to each pupil of the certified average attendance and the careful estimate of the probable increase. This plan is certainly more rational than the former and should be given a fair trial. Its one weakness is inherent in the difficulty of computing increases caused by the shifting of population in our unsettled condition. Here at least we have a sound principle.

Childhood is the period of growth. When growth stops, childhood stops. When childhood stops, growth stops. Are we then all children?

The present number being largely devoted to the problems confronting principals of schools and the teachers in secondary schools, and the last years of the elementary course, several important articles have been crowded out, to appear next week, among them a significant address by Dr. Elmer Ellsworth Brown, the new United States Commissioner of Education. This address was delivered at the re-opening of the University School of Pedagogy of New York University. Its topic was "Teachers and Politics."

The Yale Law School has finally decided that, beginning with the year 1909-10, it will accept only students who can present certificates or diplomas showing that they have creditably performed at least two years of college work or the equivalent. It was high time that the University should take this step. It would be better yet if the equivalent of a full college course should be required. A Yale law diploma ought to stand for general scholarship as well as for mere completion of a course of technical training.

The Gregorian Chant is being taught in many Catholic parish schools.

The Schools of Washington, D. C.

President Roosevelt is deeply interested in the common schools, especially those of the District of Columbia. Having in mind chiefly the children of the poor, he attaches special importance to the opinions of those whose life is devoted to work with and for these children. It was probably this same attitude which caused him to appoint James Bronson Reynolds as his special commissioner to examine the schools of the Federal Capital, and to report on their needs. Mr. Reynolds is the well-known settlement worker. His report was transmitted last week to the Washington Board of Education, accompanied by this letter of the President's secretary:

OYSTER BAY, N. Y., September 10, 1906.

TO THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA:

As it is possible the President may wish to refer to educational matters in his annual message to Congress, he will be greatly obliged for any comments the Board may care to make on the inclosed report of Mr. J. B. Reynolds. The President is especially interested in that part in which Mr. Reynolds speaks of the need of industrial training. The President cordially agrees with Mr. Reynolds' statement that the children who pursue exclusively literary and semi-literary courses are little inclined to manual labor and are not equipped for it, and yet most of these children are forced to such labor, which they in consequence undertake unwillingly, without possessing either skill or pride in their work.

WM. LOEB,
Secretary to the President.

The report of Mr. Reynolds is as follows:

"In investigating the public school system of the District of Columbia, as directed by you, I have considered it from the points of view of the educational, social, and civic needs of the community, rather than from that of the educational expert. I have, therefore, not attempted to criticise the methods of instruction, discipline, building construction, and school administration that obtain.

"I have examined the report of hearings before the sub-committee on the several school bills relating to the reorganization of the schools of the District of Columbia during the long session of 1906, the annual reports of the Commissioner of Education, the report of the Board of Education to the Commissioners of the District for 1903 and 1904, the report of the Committee on Salaries, Tenure, and Pensions of Public School Teachers in the United States, of the National Educational Association, July, 1905, and I have had many interviews with some of the best-informed men and women of the District, both white and colored, regarding the public school system.

"The passage of the school reorganization bill at the last session of the Congress, removes the necessity of considering certain problems relating to the public schools of the District, since various questions have been settled, at least for the present, and the changes required by the new law are yet to be tested.

Physical Welfare of Pupils.

"In my recommendations I call attention to the provisions for the physical welfare of the children, believing that the first purpose of education should be the development of a sound body.

"I consider the supplementary uses of school buildings, calling attention to those found to a much less extent in the schools of Washington than in those of other large cities of the country.

"I urge a large increase in school accommodations, an increase rendered imperative by the passage of the compulsory education law. The reorganization of the Board of Education makes timely the consideration of the much-criticised system of school supervision.

"I am glad to record the successful development *of the high schools, noting* the importance of constant expansion. I have examined the statistics of attendance. These reveal a startling decrease in attendance from the lowest grades of the primary schools to the entrance grades of the high schools.

"The fact that a great majority of the school children get no farther than the grammar grades demands, in my opinion, a re-arrangement of the primary and grammar grades, so that a more wisely adjusted course of training may be provided.

"My recommendations are as follows:

"First, the physical welfare of the school children should receive more attention. Every school should have a playground, gymnasium, and shower bath. At present but few schools in the District have all of these provisions, and many have none of them. The exercise ground, the gymnasium, and the baths should be under competent direction. This work should be as much a part of the school system as that of the class-room. The playgrounds, the gymnasium, and the baths should also be available in summer, wherever there is need of them.

"Second, the public school buildings should be more extensively used. The night school and public lecture systems, which have already accomplished excellent results, should be extended. Literary societies, debating clubs, and other organizations seeking to promote the intellectual and social welfare of their members should be allowed the use of school buildings at a rental which would cover the expense of care and lighting. Such use of school buildings is now made in New York, Boston, Philadelphia, Chicago, and many other cities.

"Third, a careful examination of the system of supervision of the schools is needed, in view of frequent criticisms to the effect that it is cumbersome inefficient, and not economical.

"Fourth, a large increase in the number of sittings is imperatively needed. According to th census made by the police during the school yea about 700 children are out of school. According t other authorities, the number is about 7,000. Th latter estimate is probably nearer the truth, as show by a careful canvas of certain sections of the cit undertaken subsequently to that made by the polic

"Fifth, the status of the high, manual trainin business, and normal schools appears to be exceller but there is a steady demand for enlargement of t manual training and commercial schools whi should receive prompt attention. The most pressi need of the schools in the recent past, an increa in the salaries of the teachers, has been remedied recent legislation.

Compulsory Attendance Law.

"Sixth, the compulsory attendance law should strictly enforced, and parents should be urged keep their children at school thruout the enti primary course, and also thru the grammar cours when possible. According to the last annual repo of the Board of Education, there were in the fir grade of the primary school 9,126 children. In th first high school grade there were 1,822, a differen of 7,304. From this it appears that only one-fif of the children who enter the primary school rea the high school, and the entire benefit derived fro the public schools by four-fifths of the children the District, is that furnished by the primary an grammar grades. It is also to be noted that the is a rapid decrease in attendance thruout th successive grades of the primary and gramm schools.

"Seventh, the training of the children in th primary and grammar grades should be mor practical. Instruction in reading, writing, an arithmetic is of permanent value, but it must no be forgotten that four-fifths and possibly nin tenths of the children who discontinue their educa tion at the end of the primary or grammar grade

will, if boys, earn their livelihood with their hands, and if girls, be their own housekeepers, seamstresses, and cooks. Girls should be taught plain sewing and plain cooking, and boys some of the simple forms of manual labor. Ten years of experience in New York City, where I was in constant touch with the problems of poverty, and part of the time, a school official, convinced me that those children who pursue exclusively the literary and semi-literary courses are little inclined to manual labor and are not equipped for it. If forced by circumstances to such labor, as they usually are, they undertake it unwillingly, without pride in their work, and without skill. A majority of the cases of extreme poverty, due to the inability of the wage-earner to obtain employment, arise from his lack of technical training. It seems to me sound public economy for the school to give its boy elementary industrial as well as elementary commercial training.

Matter of Food.

"It has been sometimes urged that free soup and free lunches should be provided by the school, because of the half-starved condition of many of the school children. My examination of the subject leads me to believe that there is far more starvation due to badly selected and badly prepared food than to actual lack of food. In other words, the ignorance of the mothers regarding cooking and the nutritive value of food is more frequently the cause of physical weakness than actual hunger.

"The need of industrial training is emphasized by an examination of the report of the metropolitan police department for the year 1905. It states that 1,762 children under sixteen years of age were arrested in the preceding year, of which number 1,427 were penalized or restrained. Nearly all the offenses were those likely to spring from idleness rather than from criminal disposition. My examination of the tenement and dwelling houses of the poor in the District showed me that large numbers of boys and girls are out of school and out of work. Conversations held with some of them showed that they had had no training for any special occupation. I submit that it would be less expensive for the District to train these children than to maintain houses of detention to punish them for misconduct during idleness, of which they are the victims quite as often as the cause.

"Respectfully submitted,

"JAMES BRONSON REYNOLDS."

Mark Twain on Simpler Spelling.

The annual dinner of The Associated Press was held at the Waldorf-Astoria on Wednesday of last week. The greatest of American humorists, Mr. Samuel L. Clemens, our own big-hearted, genial Mark Twain, was there and spoke on the need of a rational simplification of English spelling. This is what he said:

I am here to make an appeal to the nations in behalf of the simplified spelling. I have come here because they cannot all be reached except thru you. There are only two forces that can carry light to all the corners of the globe—only two—the sun in the heavens and The Associated Press down here. I may seem to be flattering the sun, but I do not mean it so; I am meaning only to be just and fair all around. You speak with a million voices; no one can reach so many races, so many hearts and intellects, as you—except Rudyard Kipling, and he cannot do it without your help. If The Associated Press will adopt and use our simplified forms, and thus spread them to the ends of the earth, covering the whole spacious planet with them as with a garden of flowers, our difficulties are at an end.

Every day of the 365 the only pages of the world's countless newspapers that are read by all the human beings and angels and devils that can read, are these pages that are built out of Associated Press dispatches. And so I beg you, I beseech you—oh, I implore you to spell them in our simplified forms. Do this daily, constantly, persistently, for three months—only three months—it is all I ask. The infallible result?—victory, victory all down the line. For by that time all eyes here and above and below will have become adjusted to the change and in love with it, and the present clumsy and ragged forms will be grotesque to the eye and revolting to the soul. And we shall be rid of phthisis and phthisic and pneumonia and pneumatics, and diphtheria and pteradactyl, and all those other insane words which no man addicted to the simple Christian life can try to spell and not lose some of the bloom of his piety in the demoralizing attempt. Do not doubt it. We are chameleons, and our partialities and prejudices change places with an easy and blessed facility, and we are soon wonted to the change and happy in it. We do not regret our old, yellow fangs and snags and tushes after we have worn nice fresh uniform store teeth a while.

The Selfish Point of View.

Do I seem to be seeking the good of the world? That is the idea. It is my public attitude; privately I am merely seeking my own profit. We all do it, but it is sound and it is virtuous, for no public interest is anything other or nobler than a massed accumulation of private interests. In 1883, when the simplified spelling movement first tried to make a noise, I was indifferent to it; more—I even irreverently scoffed at it. What I needed was an object-lesson, you see. It is the only way to teach some people. Very well, I got it. At that time I was scrambling along, earning the family's bread on magazine work at seven cents a word, compound words at single rates, just as it is in the dark present. I was the property of a magazine, a seven-cent slave under a boiler-iron contract. One day there came a note from the editor requiring me to write ten pages on this revolting text: "Considerations concerning the alleged subterranean holophotal extemporaneousness of the conchyliaceous superimbrication of the ornithorhyncus, as foreshadowed by the unintelligibility of its plesiosaurian anisodactylous aspects."

Ten pages of that. Each and every word a seventeen-jointed vestibuled railroad train. Seven cents a word. I saw starvation staring the family in the face. I went to the editor, and I took a stenographer along so as to have the interview down in black and white, for no magazine editor can ever remember any part of a business talk except the part that's got graft in it for him and the magazine. I said, "Read that text, Jackson, and let it go on the record; read it out loud." He read it: "Considerations concerning the alleged subterranean holophotal extemporaneousness of the conchyliaceous superimbrication of the ornithorhyncus as foreshadowed by the unintelligibilty of its plesiosaurian anisodactylous aspects."

I said, "You want ten pages of those rumbling, great, long, summer thunder-peals and you expect to get them at seven cents a peal?"

He said, "A word's a word, and seven cents is the contract; what are you going to do about it?"

I said, "Jackson, this is cold-blooded oppression. What's an average English word?"

He said, "Six letters."

But Was Converted.

I said, "Nothing of the kind; that's French, and includes the spaces between the words; an average English word is four letters and a half. By hard, honest labor I've dug all the large words out of my vocabulary and shaved it down till the average is three letters and a half. I can put 1,200 words on your page, and there's not another man alive that can come within 200 of it. My page is worth $84 to me. It takes exactly as long to fill your magazine page with long words as it does with short ones —four hours. Now then, look at the criminal injustice of this requirement of yours. I am careful, I am economical of my time and labor. For the family's sake I've got to be. So I never write 'metropolis' for seven cents, because I can get the same money for 'city.' I never write 'policeman,' because I can get the same price for 'cop.' And so on, and so on. I never write 'valetudinarian' at all, for not even hunger and wretchedness can humble me to the point where I will do a word like that for seven cents; I wouldn't do it for fifteen. Examine your obscene text, please; count the words."

He counted, and said it was twenty-four. I asked him to count the letters. He made it 203.

I said, "Now, I hope you will see the whole size of your crime. With my vocabulary I would make sixty words out of those 205 letters, and get $4.20 for it; whereas, for your inhuman twenty-four I would only get $1.68. Ten pages of these skyscrapers of yours would pay me only about $300; in my simplified vocabulary the same space and the same labor would pay me $840. I do not wish to work upon this scandalous job by the piece; I want to be hired by the year." He coldly refused.

I said, "Then for the sake of the family, if you have no feeling for me, you ought at least to allow me overtime on that word extemporaneousness." Again he coldly refused. I seldom say a harsh word to any one, but I was not master of myself then, and I spoke right out and called him an anisodactylous plesiosaurian conchyliaceous ornithrhynous, and rotten to the heart with holophotal subterranean extemporaneousness. God forgive me for that wanton crime; he lived only two hours.

From that day to this I have been a devoted and hard-working member of the heaven-born institution, the International Association for the Prevention of Cruelty to authors, and now I am laboring with Carnegie's Simplified Committee, and with my heart in the work.

A Real Phonetic Letter.

Now, then, let us look at this mighty question reasonably, rationally, sanely—yes, and calmly, not excitedly. What is the real function, the essential function, the supreme function, of language? Isn't it merely to convey ideas and emotions? Certainly. Then if we can do it with words of phonetic brevity and compactness, why keep the present cumbersome forms? But can we? Yes. I hold in my hand the proof of it. Here is a letter written by a woman, right out of her heart of hearts. I think she never saw a spelling-book in her life. The spelling is her own. There isn't a waste letter in it anywhere. It reduces the phonetics to the last gasp—it squeezes the surplusage out of every word—there's no spelling that can begin with it on this planet, outside of the White House. And as for the punctuation, there isn't any. It is all one sentence, eagerly and breathlessly uttered, without break or pause in it anywhere. The letter is absolutely genuine—I have the proofs of that in my possession. I can't stop to spell the words for you, but you can take the letter presently and comfort your eyes with it.

Mr. Clemens then read the letter, which was:

Miss ——dear freind i took some Close into the armerry and give them to you to Send too the suffrers out to California and i Hate to truble you but i got to have one of them Back it was a black oll woole Shevyott With a jacket to Mach trimed Kind of Fancy no 38 Burst measure and passy menterry acrost the front And the color I woodent Trubble you but it belonged to my brothers wife and she is Mad about It. I thoght she was willin but she want she says she want done with it and she was going to Wear it a Spell longer she ant so free harted as what i am and she Has got more to do with Than i have having a Husband to Work and slave For her I gess you remember Me I am shot and stout and light complected i torked with you quite a spell about the suffrars and said it was orful about that erth quake I shoodent wondar if they had another one rite off seeine general Condision of the country is Kind of Explossive i hate to take that Black dress away from the suffrars but i will hunt round And see if i can get another One if I can i will call to the armerry for it if you will jest lay it asside so no more at present from your True freind.
i liked your
appearance very Much.

Now you see what simplified spelling can do. It can convey any fact you need to convey; and it can pour out emotions like a sewer. I beg you, I beseech you, to adopt our spelling, and print all your dispatches in it.

A Serious Word.

Now I wish to say just one entirely serious word: I have reached a time of life, seventy years and a half, where none of the concerns of this world have much interest for me personally. I think I can speak dispassionately upon this matter, because in the little while that I have got to remain here I can get along very well with these old-fashioned forms, and I don't propose to make any trouble about it at all. I shall soon be where they won't care how I spell so long as I keep the Sabbath.

There are 82,000,000 of us people that use this orthography, and it ought to be simplified in our behalf, but it is kept in its present condition to satisfy 1,000,000 people who like to have their literature in the old form. That looks to me to be rather selfish, and we keep the forms as they are while we have got 1,000,000 people coming in here from foreign countries every month, and they have got to struggle with this orthography of ours, and it keeps them back and damages their citizenship for years until they learn to spell the language, if they ever do learn. This is merely sentimental argument.

A Cancer.

People say it is the spelling of Chaucer and Spenser and Shakespeare and a lot of other people who did not know how to spell anyway, and it has been transmitted to us and we preserved it and wish to preserve it because of its ancient and hallowed association.

Now, I don't see that there is any real argument about that. If that argument is good then it would be a good argument not to banish the flies and the cockroaches from hospitals because they have been there so long that the patients have got used to them and they feel a tenderness for them on account of the associations. Why, it is like preserving a cancer in a family because it is a family cancer, and we are bound to it by the test of affection and reverence and old moldy antiquity.

I think that this declaration to improve this orthography of ours is our family cancer, and I wish we could reconcile ourselves to have it cut out and let the family cancer go.

Now, you see before you the wreck and ruin of what was once a young person like yourselves. I am exhausted by the heat of the day. I must take what is left of this wreck and run out of your presence and carry it away to my home and spread it out there and sleep the sleep of the righteous. There is nothing much left of me but my age and my righteousness, but I leave with you my love and my blessing, and may you always keep your youth.

Why Send the Boy to High School?

By T. E. SANDERS, Tennessee.

High school teachers are often called upon to give reasons for the faith that is in them. They will meet parents who are determined not to send their sons and daughters to high school, other parents who are rather doubtful about the utility of the high school, and still others whose conscience is troubled for not sending their children to high school, and, therefore, are ready to argue against the school on every possible occasion, and using every plausible argument. The following summary of arguments is worth having at hand for use when occasion calls for it.

A father writes, "Why should I send my boy to high school?" I have always believed in education. I am not unwilling to give the reason for the faith that is in me. The people are able to have the best, and our public schools should be the pride of the state, supplemented by thoro high grade private, endowed, and church schools of all kinds, each working in its sphere and in perfect harmony with all the others. Our schools should be so good, so thoro, so adapted to the needs of our age and time, that despite differences of opinion on small matters, all must admit the fact that the school increases the worth of the child many fold.

But why send the boy to high school?

1. If your boy is worth the salt that goes in his bread, it will make a far more able man of him, mentally, morally, and physically. There are exceptions, it is true, but the exceptions only prove the rule.

2. High school teachers should always be—and if the school is a good one are—broad gauge, scholarly men and women, educated in our best universities and colleges. It is above all money value to any boy to come in close contact for a few years with such manly men and womanly women as should, and usually do, form the faculties of a good high school.

3. It will increase his money earning capacity. The best statistics show that the illiterate man in this country earns less than $300 a year; the man with a common school education alone, earns over $400 a year; the man with a high school education earns over $600 a year. Suppose your boy works from the time he is twenty until he is sixty years old—an earning period of forty years—figure the increased earning capacity if you give him a high school education. There are some exceptions of course, but we suppose your boy is a boy of average intelligence, as bright or brighter than his father was at the same age. Fools and dudes are exceptions to all rules.

4. A good high school course will give a broader field of activity to your boy. In every walk of life the demands are more and more for men and women with something above a common school education. Firm after firm announces that their employes must have at least a good high school education. The mental discipline and self control given by a good high school course will give self-direction and grasp of conditions to your boy long after the Latin endings and algebraic formulae which gave the discipline, will be forgotten. It is the discipline for life's duties that is the real worth of the high school to the boy.

5. The more thoro the education of your boy, the larger will be his adaptability to different kinds of work. Blessed is the man whose resources and intelligence are such that he can readily, if circumstances demand it, find a dozen ways to make an honest living for himself and family. Here it is that the great superiority of the culture-giving, broad gauge high school course is shown over the trade-fitting, quick-time, short-cut, get-ready-in-a-hurry school.

6. The high school course will prepare your boy for the deeper training of the university, which, if he is built of the right material, he will get for himself, or urge you to give him if you are able; or, it will fit him to become a successful leader in business, or lay the foundation for a professional course and career.

7. The discipline and training of a good high school course will not only increase the earning capacity of your boy, but it will increase his living capacity. He will see more beauty in the evening sunset, God's wonderful watchcare in the stars overhead, and more and sweeter fragrance in the pansy at his feet. It will develop character and manhood, give him thoughts and ideas of his own, make him broader in his views of life, and raise him more nearly to the standard of a man.

8. The high school course should, and the chances are it will, discover the boy to himself—and this is the greatest discovery any man can make—his own dignity, and worth, and capacity, and inclination—these things discovered, and the man has a storage power of his own to make life a success.

9. The high school course will increase your boy's chances for distinction in his life's work. A high authority, after much study of the census returns of our country, reaches the following conclusions:

(*a*) That an uneducated child has but one chance out of 150,000 to gain distinction as a factor in the progress of the age.

(*b*) That a common school education will increase his chances nearly four times.

(*c*) That high school education increases the chances over the common school education twenty-three times, or make his chances for distinction eighty-seven times as great as if he were without education.

10. A high school education will make your boy a more positive force in his community, his state, and his nation, socially, economically, and politically. With many noted exceptions in the future, as in the past, our real constructive men, whose monument is their work, will be men trained and disciplined in the best schools of our country.

By all means, if your boy has the capacity, the requisite amount of gray matter,—or, in other words, if he has the capacity of the average American boy—give him the opportunity of a good high school course. It will pay you and it will pay him. Make some sacrifices if necessary to do it. Don't spoil him by too much money. Teach him the worth of a dollar and how to earn one honestly. Hold him strictly accountable for every cent given him—the day, the date, and for what spent. Teach him to handle your money as he should the money of an employer, accounting for each dollar at the end of each month without quaking or quibbling or miscellany, and he will handle his own money better later in life. Keep in close touch with his teachers, give them your loyal support, see them frequently, and make inquiries about the boy and his work. Do not tell them too much about the many excellent qualities he has, they know these fully as well as you do, and maybe better. If they tell you some of his faults, listen and do not 'fly off the handle'—the chances are they are better able to see his faults than you are. Show an interest—a genuine interest—in the training and the trainers of your boy. Take at least as much interest in the training of your boy as in the training of that young horse of yours which you so confidently hope will make the best record in your county some day, and the results will doubtless be as good.

Understand your boy and expect much of him, and let him know you expect it, but let him know also you expect effort and work on his part. Study his report each month and at the end of the year, know just what studies he has and who teaches them, and just how far he has progressed in these subjects, even tho you may know little about the subjects themselves. It is this daily sympathy, close oversight, constant keeping in touch with what the boy is doing, and your loyalty to the teachers and the school, that will mark largely your boy's success.

Yes, send your boy to high school, and these are my reasons for my advice.

Search Questions. I.

State Supt. W. W. Stetson, of Maine, has sent out to the teachers in the secondary schools of his State a set of questions to which he would like answers sent to him. The questions are worthy the thoughtful consideration of every secondary teacher in the United States.

What fraction of the pupils in your classes have a reasonable mastery of the printed page?

What fraction have a reasonable knowledge of technical grammar?

What fraction can construe a complex English sentence?

What fraction have a reasonable knowledge of the principles of arithmetic?

What fraction are quick or accurate in computations?

What fraction can do satisfactory work in spelling?

What fraction can work without direction?

What fraction consider tasks as welcome opportunities?

What fraction are (*a*) self-reliant? (*b*) reliable? (*c*) willing to do the work necessary to succeed?

What studies now found in the average secondary school course should be omitted from all courses?

What studies should be added?

What studies are allowed to consume too much time?

What studies are not allowed the time that should be given them?

Would better results be gained if your pupils pursued fewer subjects and gave more time to those studied?

What fraction of your pupils are too immature to do the work required of them?

What fraction would better not have attempted a secondary school course?

What changes would bring into the school those who are not in the school and who could be served by it?

In what study is the work least satisfactory? most?

What study interests the largest number of pupils? smallest?

Is there any study that is entitled to be designated as *the* study? If so, name it.

Do athletics, on the whole, benefit or injure your pupils?

Is the interest in sports increasing?

Should societies, organized within the school, be controlled by school officials, teachers, or pupils?

The Recitation and Allied Topics.

In your opinion is the main object of the recitation (*a*) to afford the teacher opportunity to give instruction, or (*b*) to afford opportunity to test the knowledge of the pupils?

Does the time and effort spent in conducting the recitation yield what you consider a satisfactory return?

Do you find that it is possible in a class recitation to meet all individual needs?

Could you meet these better if you had opportunity to work a part of the time with individual pupils?

Do you at present try to meet individual needs in the class recitation? If so, do you find that by this process the time of the majority is to some extent wasted?

Could such waste be prevented by providing in the program a special period for individual instruction?

What fraction of the day should be devoted to recitation periods? What fraction to study periods? What fraction to individual instruction?

In a given number of recitations what proportion should be oral? What proportion should be written?

Do you record the daily rank of your pupils?

Should the daily recitation or a system of examination be used as the basis of promotion?

Do you use the per cent. method in ranking pupils?

Is the greater need of the schools a simplified instruction by the teachers, or a more vigorous spirit of application on part of the pupils, or both?

Does the instruction given in the schools furnish an excuse for learning?

Would better results be secured if less time were devoted to recitations and more time given to the pupils for personal work?

Would less method, or machinery, permit you more helpfully to serve your pupils?

In your experience as teacher, how many cases do you recall where children failed utterly to respond to any form of treatment you used?

In your experience, how many cases do you recall where you were able to stimulate mental activity thru an appeal to some interest outside the regular school work?

Which of the following causes ranks first in influencing pupils to leave school, which second, etc.

(1) Necessity of self-support, or aid in support of others.

(2) Failure to be promoted with class.

(3) Discouragement because of poor standing in class.

(4) Failure of teacher to stimulate ambition for future study.

(5) Failure of parents to give proper encouragement.

(6) Failure of teacher to understand and help child.

(7) Failure of the school work to appeal to or serve him.

What fraction of your pupils annually fail of promotion?

Which of the following causes ranks first for such failure? second, etc.

(1) Poor attendance.

(2) Lack of power of application.

(3) Arrested development.

(4) Outside interests (social, etc.).

(5) Failure of teacher to understand and help the child.

(6) Failure of the school to interest or serve the child.

Mark with a cross the following points in which too many of your pupils show weakness: (*a*) application; (*b*) ability to apply abstract principles the solution of concrete problems; (*c*) ability draw accurate conclusions from a study of concre problems; (*d*) ability to concentrate attentio (*e*) ability to give continuous thought; (*f*) ability master a given lesson; (*g*) ability to work witho direction or assistance.

Do you find that children sometimes counted dull, prove to be simply slow in mental processe

Do you find that children who are so class retain knowledge longer when it is acquired?

In your opinion, is it better to assign pupils this class a smaller quantity of work on the grou that this affords opportunity for as much men discipline as is furnished by a larger quantity t child of quicker intelligence?

Scrofula, dyspepsia, rheumatism, kidney complaint, cat and general debility are cured by Hood's Sarsaparilla.

THE SCHOOL JOURNAL

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For superintendents, principals, school officials, leading teachers, all others who desire a complete account of all the great movemen education Established in 1870, it is in the 35th year. Subscrip price, $2.50 a year. Like other professional journals THE SCH JOURNAL is sent to subscribers until specially ordered to be dis tinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGA ($1.00 a year) and EDUCATIONAL FOUNDATIONS ($1.25 a year), presen each in its field valuable material for the teachers of all grades the student of education; also OUR TIMES (current history for teac and schools), weekly, $1.25 a year. A large list of teachers' books aids is published and kept in stock.

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Chapman's Translation of the Iliad.

When I first began to teach Greek I felt that I ought to read some good translation of the Iliad in English. The only poetic translation that I knew anything about was Bryant's I started to read it, and with all apologies to the good work of that poet, I must admit I found it heavy, tiresome reading. It was not until about five years ago that by a happy chance the translation of the Iliad by George Chapman fell into my hands. The poet-translator lived a long time ago. The first edition of his translation was published in 1616, the year of Shakespeare's death. The English is quaint, but its very quaintness renders it particularly appropriate for a translation of the archaic Greek in which the original is written. The lines roll out, when read aloud, in a way that brings out the meaning of the poem as does no other translation, either prose or poetic, that I have ever seen.

Teachers who will this year usher classes of pupils thru the first three books of the Iliad will enjoy having on hand for their own pleasure this translation of George Chapman's, and I feel quite sure that pupils will enjoy reading aloud or hearing read, this beautiful translation of these first three books. The last number of THE SCHOOL JOURNAL for each month will contain a portion of the translation, until the first three books of Homer's Iliad have been completed.

Once a week, say on Friday, have the portion of the text which has been studied during the preceding days read in translation, while the class follow the reading in the original Greek.

THE ARGUMENT.

Apollo's priest to th' Argive fleet doth bring
Gifts for his daughter, pris'ner to the king;
For which her tender'd freedom he entreats;
But, being dismist with contumelious threats,
At Phoebus' hands, by vengeful prayer, he seeks
To have a plague inflicted on the Greeks:
Which had; Achilles doth a council cite,
Emboldning Calchas, in the king's despite,
To tell the truth why they were punisht so.
From hence their fierce and deadly strife did grow,
For wrong in which Aeacides so raves,
That goddess Thetis, from her throne of waves
Ascending heaven, of Jove assistance won,
To plague the Greeks by absence of her son,
And make the general himself repent
To wrong so much his army's ornament.
This found by Juno, she with Jove contends;
Till Vulcan, with heaven's cup, the quarrel ends.

ANOTHER ARGUMENT.

Alpha the prayer of Chryses sings:
The army's plague: the strife of kings.

THE WRATH OF ACHILLES.

Achilles' banefull wrath resound, O Goddess, that impos'd
Infinite sorrows on the Greeks, and many brave souls los'd
From breasts heroique; sent them far to that invisible cave
That no light comforts; and their limbs to dogs and vultures gave;
To all which Jove's will gave effect; from whom first strife begun
Betwixt Atrides, king of men, and Thetis' godlike son.

THE VISIT OF CHRYSES.

What God gave Eris their command, and op't that fighting vein?
Jove's and Latona's son: who fir'd against the king of men,
For contumely shown his priest, infectious sickness sent
To plague the army, and to death by troops the soldiers went.
Occasion'd thus: Chryses, the priest, came to the fleet to buy,
For presents of unvalued price, his daughter's liberty;
The golden sceptre and the crown of Phoebus in his hands
Proposing; and made suit to all, but most to the commands
Of both th' Atrides, who most rul'd. 'Great Atreus' sons,' said he,
'And all ye well-greaved Greeks, the gods, whose habitations be
In heavenly houses, grace your powers with Priam's razed town,
And grant ye happy conduct home! To win which wisht renown
Of Jove, by honouring his son, far-shooting Phoebus, deign
For these fit presents to dissolve the ransomable chain
Of my lov'd daughter's servitude.' The Greeks entirely gave
Glad acclamations, for sign that their desires would have
The grave priest reverenced, and his gifts of so much price embrac'd.
The Generall yet bore no such mind, but viciously disgrac'd
With violent terms the priest, and said:—'Dotard! avoid our fleet,
Where lingering be not found by me; nor thy returning feet
Let ever visit us again; lest nor thy Godhead's crown,
Nor sceptre, save thee! Her thou seekest I still will hold mine own,
Till age deflower her. In our court at Argos, far transferr'd
From her lov'd country, she shall ply her web, and see prepar'd
With all fit ornaments my bed. Incense me then no more,
But, if thou wilt be safe, begone.' This said, the sea-beat shore,
Obeying his high will, the priest trod off with haste and fear;
And, walking silent, till he left far off his enemies' ear,
Phoebus, fair-haired Latona's son, he stirr'd up with a vow,
To this stern purpose: 'Hear, thou God that bear'st the silver bow,
That Chrysa guard'st, rulest Tenedos with strong hand, and the round
Of Cilla most divine dost walk! O Smintheüs! if crown'd
With thankfull offerings thy rich fame I ever saw, or fir'd
Fat thighs of oxen and of goats to thee, this grace desir'd
Vouchsafe to me: pains for my tears let these rude Greeks repay,
Forced with thy arrows.'

APOLLO'S DEADLY SHAFTS.

Thus he prayed, and Phoebus heard him pray,
And, vex'd at heart, down from the tops of steep heaven stoopt; his bow,
And quiver cover'd round, his hands did on his shoulders throw;
And of the angry Deity the arrows as he mov'd
Rattled about him. Like the night he rang'd the host, and rov'd
(Apart the fleet set) terribly; with his hard-loosing hand
His silver bow twang'd; and his shafts did first the mules command,
And swift hounds; then the Greeks themselves his deadly arrows shot.
The fires of death went never out; nine days his shafts flew hot
About the army; and the tenth, Achilles called a court
Of all the Greeks; heaven's white-arm'd Queen (who, everywhere cut short,
Beholding her lov'd Greeks, by death, suggested it; and he
(All met in one) arose, and said: 'Atrides, now I see
We must be wandering again, flight must be still our stay,
If flight can save us now, at once sickness and battell lay
Such strong hand on us. Let us ask some prophet, priest, or prove
Some dream-interpreter (for dreams are often sent from Jove)
Why Phoebus is so much incens't; and if these knees he bows
To death may yield his graves no more, but offering all supply
Of savours burnt from lambs and goats, avert his fervent eye,
And turn his temperate.'

CALCHAS DECLARES THE CAUSE.

Thus, he sat; and then stood up to them
Calchas, surnam'd Thestorides, of augurs the supreme;
He knew things present, past, to come, and ruled the equipage
Of th' Argive fleet to Ilion, for his prophetic rage
Given by Apollo; who, well-seen in th' ill they felt, propos'd
This to Achilles: 'Jove's belov'd, would thy charge see disclos'd
The secret of Apollo's wrath? then covenant and take oath
To my discovery, that, with words and powerful actions both,
Thy strength will guard the truth in me; because I well conceive
That he whose empire governs all, whom all the Grecians give
Confirm'd obedience, will be mov'd; and then you know the state
Of him that moves him. When a king hath once market for his hate

A man inferior, though that day his wrath seems to digest
Th' offence he takes, yet evermore he rakes up in his breast
Brands of quick anger, till revenge hath quencht to his desire
The fire reservéd. Tell me, then, if, whatsoever ire
Suggests in hurt of me to him, thy valour will prevent?'
Achilles answer'd: 'All thou knowst speak, and be confident;
For by Apollo, Jove's belov'd, (to whom performing vows,
O Calchas, for the state of Greece, thy spirit prophetique shows
Skills that direct us) not a man of all these Grecians here,
I living, and enjoying the light shot through this flowery sphere,
Shall touch with offensive hands; though Agamemnon be
The man in question, that doth boast the mightiest empery
Of all our army.' Then took heart the prophet unreprov'd,
And said: 'They are not unpaid vows, nor hecatombs, that mov'd
The God against us; his offence is for his priest empair'd
By Agamemnon, that refus'd the present he preferr'd,
And kept his daughter. This is cause why heaven's Far-darter darts
These plagues amongst us; and this still will empty in our hearts
His deathfull quiver, uncontain'd till to her lovéd sire
The black-eyed damsell be resign'd; no redemptory hire
Took her for freedom,—not a gift, but all the ransom quit,
And she convay'd, with sacrifice, till her enfranchis'd feet
Tread Chrysa under; then the God, so pleas'd, perhaps we may
Move to remission.'

AGAMEMNON RELUCTANT.

Thus, he sate; and up, the great in sway,
Heroique Agamemnon rose, eagerly bearing all;
His mind's seat overcast with fumes; an anger generall
Fill'd all his faculties; his eyes sparkled like kindling fire,
Which sternly cast upon the priest, thus vented he his ire:
'Prophet of ill! for never good came from thee towards me
Not to a word's worth; evermore thou tookst delight to be
Offensive in thy auguries, which thou continuest still,
Now casting thy prophetique gall, and vouching all our ill,
Shot from Apollo, is impos'd since I refus'd the price
Of fair Chryseis' liberty; which would in no worth rise
To my rate of herself, which moves my vows to have her home,
Past Clytemnestra loving her, that graced my nuptiall room
With her virginity and flower. Nor ask her merits less
For person, disposition, wit, and skill in housewiferies.
And yet, for all this, she shall go, if more conducible
That course be than her holding here. I rather wish the weal
Of my lov'd army than the death. Provide yet instantly
Supply for her, that I alone of all our royalty
Lose not my winnings: tis not fit. Ye see all I lose mine
Forc't by another, see as well as some other may resign
His prise to me.'

(To be continued in THE SCHOOL JOURNAL for October 27.)

A High School Course in College English.

FIRST YEAR—FIRST TERM.

(1906–1911.)

By MAUD ELMA KINGSLEY, Maine.

Text-book Work.	*Reading.*	*Topics for Special Study.*
1. Periods of American Literature. 2. The Pioneers of New England Literature. 3. H. W. LONGFELLOW.	*Miles Standish.* (*Narrative Poem.*)	1. History of Plymouth. 2. "The Pilgrim Fathers." 3. The Hexameter in English. 4. Characteristic excellences in *Miles Standish.* 5. Figures of Speech in *Miles Standish.*
4. The Restoration Period and the Puritan Movement in English Literature. 5. JOHN BUNYAN.	*Pilgrim's Progress.* (*Extended Allegory.*)	1. The Allegory as a Special Form of Literary Composition. 2. Allegorical Interpretation of *Pilgrim's Progress.* 3. Bunyan's Imagery. 4. Elements of Greatness in *Pilgrim's Progress.* 5. Bunyan's Use of Anglo-Saxon Words.
6. Characteristics of 19th Century Literature. 7. The Era of Scott. 8. WALTER SCOTT.	*The Lady of the Lake.* (*Narrative Poem.*)	1. The Metrical Romance. 2. *The Lady of the Lake* compared as to treatment with *Miles Standish.* 3. Scenes and Scenery of the Poem; its Historical Basis. 4. Legends Referred to in *The Lady of the Lake.* 5. Excellences and Defects of *The Lady of the Lake.*
9. Rise and Development of the English Drama. 10. The Age of Elizabeth. 11. SHAKESPEARE.	1. *Merchant of Venice.* (*Comedy.*)	1. Characteristics of Dramatic Literature. 2. Classification of Dramatic Literature. 3. Construction of Shakespeare's Comedies. 4. Theme and Development of the Plot in *Merchant of Venice.* 5. Character Study. 6. *The Merchant of Venice* a Successful Dramatic Composition.

FIRST YEAR—SECOND TERM.

Text-book Work.	*Reading.*	*Topics for Special Study.*
12. Review 6 and 7. 13. LORD BYRON.	*Mazeppa and Prisoner of Chillon.* (*Narrative Poems.*)	1. Characteristics of the Dramatic Lyric. 2. Scene and Scenery of the Poems. 3. *Mazeppa* and *Prisoner of Chillon* not typical poems of the author 4. *Mazeppa and Prisoner of Chillon* compared as to treatment with *Miles Standish* and *Lady of the Lake.*
14. The Evolution of the Novel. 15. Review 6. 16. The Early Victorian Age of English Literature; Rise of the English Novel. 17. MRS. GASKELL.	*Cranford.* (*A Novel.*)	1. Classification of Prose Fiction. 2. Characteristics of the Novel of English Domestic Life. 3. *Cranford's* Peculiar Charm. 4. Study of the "Cranford Dames."
18. Review 6 and 7. 19. MACAULAY.	*Lays of Ancient Rome.* (*Ballad Poetry.*)	1. Characteristics of Ballad Poetry 2. Character of the *Lays.* 3. Historical Basis. 4. Martial Spirit of the *Lays of Ancient Rome.*
20. Review 6, 7, 8, 14, 16.	*Ivanhoe.* (*Romance.*)	1. Characteristics of the Historical Novel. 2. Historical Setting of *Ivanhoe.* 3. Value of *Ivanhoe* to the Student. 4. Excellences and Defects in the Development of the Plot. 5. Character Contrasts. 6. Classification of Prose Fiction.

FIRST YEAR—THIRD TERM.

Text-book Work.	*Reading.*	*Topics for Special Study.*
21. Review 1 and 2. 22. J. R. LOWELL.	*Vision of Sir Launfal.* (*Narrative Poem.*)	1. The Grail Legend. 2. Characteristic and Peculiar Excellences of *The Vision of Sir Launfal.* 3. Nature Pictures and Figures of Speech.
23. Review 9, 10, 11.	*Julius Caesar.* (*A Tragedy.*)	1. Classification of Shakespeare's Dramas. 2. Historical Setting of the Drama. 3. Character Study. 4. Excellences of Construction in *Julius Caesar.* 5. *Julius Caesar* as a Study in Oratory.
24. Review 1. 25. WASHINGTON IRVING.	*The Sketch Book.* (*Essays.*)	1. Peculiar charm of Irving's work. 2. Classification of the Sketches. 3. The Sketch as a distinct Form of Literary Composition.
26. Review 16. 27. "Nature Poetry" and the Lake School. 28. S. T. COLERIDGE.	*The Ancient Mariner.* (*A Ballad.*)	1. Nature Pictures of the Poem. 2. Ballad Poetry. 3. Literary Workmanship of *The Ancient Mariner.* 4. Use of the Supernatural in *The Ancient Mariner.* 5. *The Ancient Mariner* Compared as to treatment with *Lays of Ancient Rome.*

The High School Program as Determined by the Interests of the Adolescent.*

By PRES. J. GEORGE BECHT, Clarion (Pa.) State Normal School.

In the heart of one of our cities recently visited is a small park thickly studded with stately elms. A public library nestles among the trees. A few steps to the eastward, across the avenue, facing the park, a large public Latin High School building rears its walls; farther down the avenue, a stone's throw away, stands an English High School building of equally imposing proportions; and just across the park, to the westward, within sight of these, is located a commodious Manual Training High School, perfect in equipment. With the library as a center, these great institutions reach out into the life of the people.

A brief study of the curricula of these same schools, with the roll of graduates, and their occupations, reveals the fact that here, at least, the school system is planned broadly for the youth of the city, and the youth not sacrificed to the great Moloch of courses, grades, per cents. and their attendant evils and discouragements. Here secondary education aims to touch life on every side, thru the dominant interests of the pupil and the varied needs of the industrial and professional world.

The high school, the people's college, has passed its day of suspicion, of doubt, and uncertainty. It has proved itself a necessity, and its power of adaptation, in a great system of education for a free people. It now remains to make the institution more effective, less wasteful in the processes by which it gives to the world its products—character first, and then wise, well-trained, willing workers, capable of growing in efficiency. A worthy subject this, with its involved problems of adaptation, adjustment, and classification, to engage the minds of great teachers, statesmen, and leaders of men.

Those who best know the demands of practical life and the meaning of efficiency, and best understand the problems of adolescent life, must wisely plan for these boys and girls, just beginning to feel the blind impulses stir within them toward the larger life of freedom without at all realizing its import and possibilities. The plans they formulate must shape for character, for service, for citizenship, for parenthood. The work demanded must be hard and exacting, within the capabilities of the student.

This does not necessarily mean unpleasant tasks, for the interested man is always the most indefatigable worker. Vital interest as it deepens drives to ardous, loving toil. The way of interest is the only wise and safe way for the true teacher to follow, in spite of the scornful cry of a "soft pedagogy" from certain quarters.

The Adolescent.

(*a*) *His Characteristics.*—But in the high school we deal with a new being in many respects. The adolescent student, if we give credence to those who have most carefully studied his manifestations, is a strange and wonderful being, "half human, half divine"; out of joint with his past, and unarticulated to his future. "He is in a state of flux, when the soul is everything by turn and nothing long, exploring the whole gamut of feeling, will, and thought." The period marks physical changes most momentous and mental changes equally important. Consciousness of dawning power marks the period as one of restiveness, lawlessness, and irresponsibility. In vain effort to find his best self, he develops a sensitiveness to criticism, a reticence and variability that strains the patience and energy of those who have his welfare at heart.

Under unfavorable conditions, parental control, we are told, breaks down completely; and disregard of elders, passive indifference, insubordination result. A break with old conditions occurs, ending in the runaway, or the incorrigible. We all know the story. Statistics show that this is the age when the largest per cent. of criminals start their career, and often "just for fun." It is an age that needs for its guidance caution, a gentle and firm discipline, and most experienced and mature judgment. What high school teacher has not met this emotional maelstrom some time in his professional career, to go down before it in despair and utter helplessness? Standards, ideals, restraints of childhood slowly going; and a self-control, self-mastery incident to maturity not yet in the saddle. It is well characterized by some as "the age unlovable and unlovely," yet most needing love, sympathy, and appreciation. If at this time the wild dreams of unrest break loose and begin the process of destruction, it is also the age of seriousness, when the young soul reaches out after the unattainable, the embryo saint appears and faces the future with lips firmly set, groping after answers to the riddles of the universe.

The outbursts of unusual growth, and of consequent long, lank, lolling indolence, betokening exhausted energies, physical and mental, we teachers know too well; and deal with too thoughtlessly and unsympathetically. How did the teachers of the past who, except the rare few, thought not upon these things, succeed at all, we wonder; and yet the wrecks of the process are not recorded, unless in the judgment book, against you and me, fellow teachers. The university students, the experts, who are slowly opening up this field for us, pedagogically speaking, are the saviors of youth and conservers of the forces of the ages. It behooves us as teachers to know this opening field intimately at first hand, by living with our boys and girls. The joy of the consciousness of helpfulness that comes to the teacher from an appreciative exploration of this field exceeds all others the devoted teacher may know.

(*b*) *In Relation to Interests.*—What are the interests, the emotional currents that unswervingly direct and hold the attention of the adolescent to the subject under consideration—the mental zest aroused by the thing, the idea, the emotion that we dominate interesting? No definitions are needed. Native and acquired, immediate and remote, every moment of the day they are directing and modifying the thought and actions of ourself and pupils. We feel them; we know them. As teachers we recognize them, and must guide and be guided by them.

The youth brings with him to the high school his native interests, greatly modified, it is true; but yet, as in all subsequent life, things and processes, his objective experiences appeal most strongly to him. Observation is keen and effective; hence interest, direct and immediate on the part of the pupil, holding the mind to the thought process and followed by motor activity is the natural healthy course for the teacher to follow in these grades. Thought is always followed by expression in some form; for right thinking and right doing comprehend about all there is in the educative process. The whole problem rests on the kind of interest and from what they be derived, for interest there will always

*Portion of a paper read before the Pennsylvania State Educational Association.

be. Interest must be in the right thing, and the teacher, with the wisdom of Nestor, must find this right thing. His acquired interests are already, in many cases, dominating, relatively abiding, and must be reckoned with in every recitation.

Emulation is highly organized, ambition possesses his soul; he sees far into the future, and dreams of great things. He is in love with adventure, courage, hardship, heroic sports; a hero worshiper; ready to try great feats of strength, endurance, and skill. What will youth not do under the impulse of his darling, god-like leader, physically, mentally, morally? How important that we have here men and women of heroic mold as teachers. Lack of wise leadership is too often the cause of separation from the school at this time. There is a new-felt interest in adults and their ways and doings, a passion to be treated like one's elders, which can be used constantly as a stimulus to better effort.

The teacher's problem, ever solving and never finished, is how to articulate the needed thing of remote interest to the thing of immediate interest, with this anomalous bundle of inconsistencies—the adolescent. A white heat of interest in any subject carries its possessor forward to the goal with a joyousness that makes for power and growth. Interest conserves energy, lack of it makes for waste. We all thrive better when we move with our emotional currents than against them. Hence every step of the way thru the high school will be best taken when the teacher plans and builds securely on youth's right interests. He must thoroly know his pupils, to be *sure* they *are* right, diagnosing to a certainty, by living close to his pupils in sympathetic concern, molding and shaping their growth with a master's hand.

The youth, when he enters the high school, thinks well in his elementary way, has in a measure formed the book habit, has mastered the tools of knowledge, and is amply ready to enter upon a field of culture, providing the work and his conditions or environment are adjusted to each other. Here is the danger—beating time while slow pupils are gathering force, cram without thought or comprehension, stultification, failure to pass the grade, discouragement, — and what teacher does not know the story, a child adrift, a case of arrested development, a man bereft of his heritage.

(To be continued next week.—In the further discussion the program, the personality of the teacher, and other important factors will be presented.)

The Teaching of Botany.*

By C. AGNES ROOPER.

At this present time, it has become the creed of all educationists that the study of nature holds a very important place in the training of the young, and why it should be so is not far to seek, for this study is only another expression for actual and individual observation of nature, leading to a familiar acquaintance with her ways, her qualities, her adaptations, as well as to her absolute facts. The advantages of this knowledge thus gained, are the widening of the thoughts, conceptions, and ideas of the young students, the arousing of their tenderest emotions, and the gift of a sympathy with all living organisms. To create a real desire for this knowledge, which is the only truly successful method to impart it, is perhaps in many cases not an easy task. It seems to me, however, it may be done and that in a pleasant way to both teacher and pupil. The general way of teaching botany is to give the children the knowledge of the names of flowers, to show them how to distinguish one from another, and to encourage them to make collections of dried flowers. All this knowledge is valuable as far as it goes, but it only teaches the young botanists to know *about* flowers, it does not teach them really to know them.

To make the study truly interesting more must be done. An acquaintance must be made with their respective characters, habits, manners of growth, and their wonderful adaptations to environment. Much of this may be learned by properly directed observation in the open, during walks, or else in the garden. Two or three special plants may be taken and carefully watched and observed from the time the seed is put in the soil, until their respective annual courses are run, and they either go to their winter's rest or die, their life's work having been accomplished during the season. But there is an additional way which affords interest and amusement, both to teacher and pupil, and that is by various simple experiments to prove the facts taught about plants in the text-books.

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For instance, the following is a biography of an oak tree. Go to any wood in the autumn, where the wood-cutters have been at work, choose a tree which has been felled and is lying on the ground; observe that part of the trunk which has been sawn thru, and you will see a central point with rings arranged around it, more or less regularly; count these rings, for they will show you the age of the tree, and how they do is as follows: Near to the bark of this and all trees, there is a living active circle, called the cambium layer; from this layer, which is developed when the tree is still quite young, a small zone arises every year until the tree dies, consisting of a layer of wood internally and a layer of bark externally, in such a way that the oldest layers are always pushed back by the new ones to the center of the tree. New wood is made in the spring and in the autumn, which differ in some respects, and it is by this difference that the age of the tree can be accurately known.

The age of the tree having thus been determined, the next thing to observe is that all the layers are not of the same thickness. Some are thin, some are thick. The thin ones correspond to those years which have been exceptionally dry, or to a very fruitful year when much of the sap has gone to make the fruit instead of making wood. The thick circles point to wet seasons, favorable to vegetable growth. Then, probably some of the circles are brown and powdery, as if they were rotten; these are the result of very severe and cold winters, for the wood being formed on the outside and therefore exposed, perished from the cold and was subsequently covered by other layers of good wood in due course. Again, some of these layers are not alike all round, but are thick on one side and thin on the other, which shows that the tree has been partially checked in its growth and development, either by some obstacles to the proper formation of all its roots, or to the too close proximity of some other tree.

To prove the influence of light on the stems of trees, this experiment is of use. A little observation

shows that most plants grow towards the light, a bush planted against a wall develops its branches away from it, and the flowers of plants in a room will always turn towards the windows. Take a young rose plant, or any plant with supple branches, growing in a pot, set it in a place near some strong light which shines on it from one side only, whilst the other is in shade. Then fix between it and the light a thick piece of cardboard big enough to keep the light away from it, make a hole in the cardboard about an inch in diameter, just opposite one of the branches; this branch will soon grow thru the hole, and turn vertically upright. When this branch has grown to a certain height, turn the plant and cardboard round so that the plant is in the light and the cardboard on the shaded side; the branch is now in the shade. Cut another hole above the first, and the branch in its desire for light will soon make its way thru it. This process may be carried on for several days in succession, one hole above another, so that the branch is forced to grow in a zig-zag direction on the two sides of the cardboard.

It is a well-known fact that plants live by the moisture they take out of the soil in which they grow, by their roots. This water passes up thru the stem into the leaves, where, thru the influence of air and light, it becomes changed into that nourishing fluid generally known as sap. This sap spreads itself over all living parts of the plant, but some of it, after its downward journey thru the outer part of the stem, passes out of the roots again into the soil. This sap is now full of an acid principle, and this may be shown in the following way: Take a plaque of marble, cover it with a thin layer of sand in which some haricot bean seeds are to be sown; put the plaque in some shallow pan, such as gardeners use for seedlings. Water the seeds every day, and the seeds will soon germinate and cover the plaque with young plants. In a short time, from want of proper soil, the plants will wither, then take away the sand with the plants from the plaque, and on the marble surface will be found a delicate network of furrows traced by the crossing and intercrossing of the roots, evidently not caused by pressure, but by the acid which has come out of them, in the sap.

It is a very interesting study to watch the growth of plants in a simple way, for this purpose take a damp sponge, set it in a glass jar, and sow in its holes a mixture of any kinds of hardy seeds; in a brief space of time a pretty green garden will be the result, altho a short lived one, for the soil on which the plants grow do not contain the proper nourishment.

Many plants contain essential oils, either in the skins of their fruits, as in the orange, or in their seeds, as the almond, or else in the form of essences, as in the petals of the rose, the heliotrope, and the lily-of-the-valley, or in the hairs which cover their stems and leaves, as in the mint, the thyme, the sage. To prove the presence of this essential oil in the orange or the lemon, take a piece of the peel, press it between the fingers at a little distance from the flame of a candle, when a few drops will squirt out and produce a slight explosion, accompanied with a faint noise in the flame, a sort of miniature firework. In order to show the action of light on the coloration of fruits and flowers, take a rosy-cheeked apple of a good size, before it is ripe, and gum upon it any letters, cut out in paper and gum them upon it, when the apple is ripe, remove the letters and they will be seen marked out in white on the otherwise rosy skin. Sow two bean seeds respectively in two pots, at the same time, and grow the one in a dark cupboard, and the other in sunlight, and observe the differences.

I have ventured to describe these few experiments merely as a suggestion of what may be carried out on a wider scale, because, I believe by doing so, an additional and valuable interest will be given to the study, an interest which will not flag, but be a source of pleasure and of far extended knowledge during a life-time.

Aim and Scope of the High School Course in German.*

By H. C. LEONARD, Wilkesbarre (Pa.) High School.

The scope of a high school course in German depends on what a high school is; but I shall consider only a high school which covers the four years between the grammar school and the college, that is, the third four years of a student's life. The first four years should be spent in the primary school, the second four years in the grammar school, and the third four years, while the pupil who enters school at the legal age of six is between fourteen and eighteen years of age, should be spent in the high school. Now the question is: What should be the scope of a course in German during these high school years? A one-year course in a foreign language should not be tolerated, so our discussion will apply to a course covering two, three, or four years, and I think that practically the same work should be done at the beginning of a course without regard to its prospective length.

The aim of any high school course should be to give the best possible training to the powers most active in the pupil's mind at the high school age. I mean that, in formulating our ideal of attainment, we should think more of the pupil than of the subject matter he studies; we should think more of the powers which the pupil carries away with him as a part of his being, than of the records which he leaves behind him. Our bases of formulating courses of study still contain too much subject matter and too little psychology and almost no pedagogy. In framing our courses of study and considering the aim of certain courses we need to think more of boys and less of books. The only thing that can make one course of study better than another is its better adaptability to the mind-development of the pupils who are taking the course.

The aim thru the first year of a course in German should be to train the eye and ear to form and the memory to meaning of German words. Vocabularies and model sentences should receive especial emphasis; the primary meaning of a large number of words should be fixed by drill, oral drill to train the ear to sounds and written drill to train the eye to signs; in other words, the pupil should be drilled to correct pronunciation, correct spelling, and primary meaning of a large vocabulary during the first year, and a careful study of model sentences should impress upon the pupils' mind the way in which these words are used by Germans.

The pupils will not be benefited by seeing how stumbling beginners use these words, *i. e.*, before syntax is carefully studied, so first-year classes in German should not be asked to compose German sentences. This fact should be kept in mind during

*Portion of a paper read before the State Educational Association of Pennsylvania. Reprinted from the Pennsylvania *School Journal*.

the first year; we are now training eye and ear to form and memory to meaning and we want only correct forms and correct meanings until the powers of discrimination are stronger.

During the first year and often thru the second year in the high school the memory is the student's strongest faculty, and we should take advantage of this fact by our method and accumulate a large working vocabulary of the most useful words we can find. Chiefly the benefit from this work will be the training of the memory, a part of education in which American schools are deplorably weak; and besides, it should give the pupils a knowledge of root meanings which will allow him later to fix his attention more closely on the other elements which determine the significance of a sentence.

The main object of the second year's work in German should be to train the pupil to the ability to read German. Besides continuing the training of the eye, ear, and memory, as in the first year, we should now train as much as possible the pupils' power of discrimination. As a means to this training, the secondary meanings of words studied should be noted and the syntax of texts read should be carefully studied. Here is the place where strong language work should be done. The student should learn to use all the means of arriving at the true meaning of German sentences. Primary and secondary meanings of words, inflections, position, context, derivation and composition of words, and cognates, should all be studied and their relative force and value in determining the true significance of the foreign sentence should constantly be noticed.

The study of Caesar, Cicero, and Virgil as a means of understanding Latin grammar is a woeful mix-up of means and ends, and it is no better to use the works of Schiller, Goethe, and Lessing or even those of Storm, Riehl, Heyse, Seidel, Baumbach, or Meyer for the same purpose. At this age and stage the pupil should receive training of memory and power of discrimination and not training in appreciation, so the work of the first two years in German should be linguistic and not literary. Both the mind-development of the pupil and the logical development of the subject matter demands this order of precedence.

This linguistic training should be based mostly on typical, graded German prose, uncolored by any literary style and untainted by any passion, action, or diction which will mislead as to its meaning or distract the student's attention from a careful, consecutive study of the usual meaning and force of common German words and sentences. Neither classic nor modern literature should be read until the pupil has acquired the power, thru rigid training in language, to read independently and intelligently the prose or poetry of that grade of difficulty.

As the work of the second year is to train the pupil to read intelligently the German language, so the work of the third year, and of succeeding years, whether spent in the high school or college, is to develop the ability to read appreciatively German literature. It is much easier to talk about teaching appreciation than it is to teach it.

In the study of the history of civilization we read that man first spent his energy in procuring substance to satisfy his material wants. As long as his means of doing this were so cumbersome that it took all his energy to procure this maintenance of physical life, there was little or no progress in civilization, no culture of the human race. But when thru the division of labor, inventions, and settled habits, man could supply his material wants by spending only part of his energy, he used the remainder to civilize and cultivate himself. Culture is possible only where there is energy to support it. Now, applying this principle to language study in its broadest sense, I get this condition: If the student is to get the cultural value from the study of literature he must not be obliged to spend all his energy on the purely language side of his classic.

For the first year in German the watchword should be *accumulation* of vocabulary; for the second year the watchword should be *discrimination* of exact meanings; and for the third year the motto should be *interpretation* of the best literature.

Is the plan suggested here feasible? Yes, it is. I will consider, with your kind indulgence, that it is not out of place here, but rather *in* place to tell each other our personal experiences in school work and our views regarding the results obtained. I have taught German for the past ten years and for the past six years I have pursued the work as outlined here. For the first two years texts are chosen on account of their purity of German diction and linguistic excellence, rather than their literary or rhetorical beauty. And here we work hard learning to read German. As far as language work is concerned the students in second year German must ascend the steep part of the hill and it is a necessary qualification for passing on to the literature that the students shall be able to read and translate texts about as difficult as most of the commonly-read texts of Storm, Riehl, Benedix, or Schiller. Then in third year work I have taken up a comedy and studied the conversational style, a short story and studied the characters, then William Tell and studied all the literary qualities that the ability of the class would permit. And I have always found this to be true, that the students who had the ability to read the text when they took it up, have made good progress in their literary study and appreciation of the poetic qualities, and no others. When we study language we emphasize language, and when we study literature we try to enjoy it as literature.

For instance, when we read "Immense" we ask no questions about the dative case or the use of prepositions. That work has preceded. In the graduating class of the past year we studied those simple, beautiful suggestive pictures which pass before the mind of the old man as he sits with folded hands while the pale moon-beam passes across the frame and the picture of Elizabeth. The characters of Reinhardt, Elizabeth, Eric, and the mother all stood out so real that we loved and pitied them. When we read the last sad chapter where Elizabeth said, "You will never return," and Reinhardt answered "Never," there was breathless attention and many eyes were filled with tears. The fates of these people were as real to the pupils as the fates of schoolmates. Many wanted to discuss the various phases of questions that arose in the action. Some pupils asked their parents for a copy of "Immense" in German as a graduation present. The girl that had the German oration at the commencement wrote on the causes of Elizabeth's unhappiness and I felt that I had secured a very gratifying result of my efforts, for all the class loved "Immense."

I believe that if proper linguistic training in German is given in the first two years a majority of most classes can be led to see the beauty of many of our classic gems. This, by all means, is worth while. Our boys and girls show the flower and fruit of all their education and all the efforts toward their culture as much by what they love as by what they know. I should not be content to pass thru even a three years' course in German with a bright ambitious class of young Americans and not touch them at all on the culture side. It is a great point gained if we can aid young people to begin to love what is good and noble and true. So let me conclude this paper by saying it should be the aim and scope of the high school course in German to train the pupil to read intelligently the German language and to begin to read appreciatively the German literature

Experiences of Great Britain in Manual Training. II

By Sir Wm. Mather, M. P., Manchester, Eng.

[Address before the Massachusetts Commission on Industrial and Technical Education.]

(Continued From Last Week.)

Queries.

Mr. Wright. We have three schools in this State now, one at Lowell, one at Fall River, and one at New Bedford. These schools are supported in part by the cities in which they are located, and in part by an appropriation from the State treasury made each year by the Legislature. That follows in a way the principles you outlined. If these trade schools, like the one in Manchester, were to be created thruout the State, or in different industrial centers, they would have to be by the authority of the State Legislature given to the municipalities to appropriate money for such purpose of general education under the general law. No such specific legislation is now immediate. Each municipality, whether a town or a city, makes its own appropriation to any extent it desires in its own wisdom, without specific authority.

Now, the great question which we will have to consider will be, how, if trade schools are necessary, are they to be established by specific laws? You have described how they are done in England, and that is just the information we wanted.

I would like to ask this question. You have anticipated it in your remarks about the attendance upon these schools by the children of the wage earners themselves,—that the day school does not attract them. Will it attract them? Is that attraction increasing?

I believe it will attract when the wage-earning classes of England become better educated. I ought to explain why to some extent our wage-earning class is a little indifferent to all these matters of education. You must remember that in 1872 for the first time in the history of England we had a national system of education. Up to that time ignorance generally prevailed thruout the length and breadth of the land, tho a considerable number of working men were self-taught. I can remember when I was a young fellow serving my own engineering apprenticeship in my father's concern. I remember quite well that the newspaper could not be read by two-thirds of the engineers and mechanics we employed, among whom were clever men and dexterous men with their hands, and good mechanics for manual purposes; but they had an arrangement by which one of their fellow workmen read the papers to them during the dinner hour. It was quite a common thing to find working men in large numbers who could not read or write.

You know the late Bishop of Manchester, Bishop Frazer, before he became bishop, came over here and lived for two years, prior to 1872, to inquire fully into your national system of education; and upon your system our act of 1872 was based.

The first crop of children of those new schools established thruout the length and breadth of England and Wales did not come out until the year 1880. Taking eight years for school life, our first crop of children trained in the elementary schools came out at fourteen years old in 1880–84; add another ten years at least for these people to marry and become parents, and it was 1890 at the earliest before the children of those who attended the first time in our history a national elementary school were born; and another five years must be added before the children attended school; that would be in 1895 at the earliest. So you see we are only beginning to feel the effect of education in the parents of to-day.

Our hope is that in another ten or fifteen years the children who have been benefited in these recent years will have sense enough, when their children come into the world, to take advantage of these institutions which are now being organized.

Mr. Wright. So that our century and a half of experience in the public school system makes our field for this special *work more fertile.*

Your field is unlimited. There is not a St America which would not supply the material you want to deal with.

I want to make proviso in relation to what w industrial education. We do not call it trad cation; we call it industrial education. We set ourselves from the first against the idea of ing any trade to the perfection necessary to a young fellow to go to any employer of labo say: "I am a cotton spinner," "I am a we or "I am so and so," and ask for certain wage That we have set our faces against from the first. We say it is not a sound policy, and we it will not bring up a skilful industrial popul Our limit is to instruct by the actual work an actual processes required in *all* manufact to instruct the young boy or girl to the sta which they will be enabled to understand everything is done, and what is the best w doing everything, to make such and such ar by such and such processes. That is, you the science of production, and the methods application.

We give sufficient practice with real tool real processes, to enable us to say to employ labor and trade unions thruout the country: "W fitting the children of the working classes to b far more intelligent men, to be able to ente your employments, and to lift up your en ments by their knowledge to a higher sta understand more perfect work, to produce beautiful things, by scientific methods inste by rule of thumb; that is, to use the sm amount of material, to get at the most p results, to combine taste with the perfecti workmanship, to appreciate the perfection of manship and accuracy, the perfect fitting of t the interchangeability of parts, etc."

The science and methods of trade are tau these schools, and we tell the trade unions: are your helpers; we are seeking to perp your trades for you in England; we are incr efficiency. If the community does not spend n in this way, your trade will gradually go dow you will open the doors of Great Britain—n cause we have free trade—but you will ope doors of Great Britain to the rest of the wo send stuff to us because it is so much more pe because it is adapted to the wants of the age cause they change their methods from year to owing to their knowledge of the sciences emp in these industries. You keep at the old-fash processes until somebody comes and pushe out of the trade, and then you look around why you did not succeed in competition with nations; like the Bradford people when the C people pushed them out. How is it that our reputation in former years for English goods p away in some degree from us? How is it tha merchants of America, when they wanted not made there, ceased to buy in Bradford went to Crefeld?"

The truth dawned upon our manufacturers they found their people did not understand object of the work upon which they were eng They simply waited to be told to do this and and they could not help themselves. They not make any suggestions to their employers; were dexterous with their hands, but beyond there was nothing to be gained from the wo

people in the way of suggestions for the improvement of manufactures.

Now, all that is changing. We teach our trade unions that we are their best and strongest friends in establishing these schools. We tell them they must encourage in every way they can the perfection of production.

We also tell the trade union: "It will not be necessary for the sons of your members, the working men, to begin at fourteen years of age in the workshop. They are losing time by beginning so early. You must send them after the elementary schools into these other schools, that they may be initiated into the scientific foundations of the trade they intend to follow, and also from these schools select a trade which fits the peculiar natural ability of a boy."

For instance, a boy may go into such a school, and the father may say: "I want you to be a mechanic," or "I want you to be so and so"; but the lad may discover some peculiar quality in himself, indicating that he had better go to the textile trade or to the building trade. The boy's natural line of thought and ability is assisted in making the selection as to which trade he will follow, and he may take the department in the industrial school which prepares him for that trade in the best possible way.

Then we say: "Let them remain there until they are seventeen years of age, make any sacrifice; and at eighteen they will enter into a manufacturing establishment with such aptitude that employers will be very glad to take them."

An employer can earn money on the work of a young fellow having a knowledge of method and a knowledge of the science underlying his particular trade, accompanied by considerable manual dexterity. Employers will say: "These are young fellows I can make use of. I can give them not the conventional four shillings a week which is paid to a first-year apprentice, but ten shillings or more. This youth is doing good work for me, and I will give him the opportunity to improve, so that by the time he is twenty-one years of age he will be worth double the amount of wages he would have been able to earn had he gone to work at fourteen and worked all along the line in the workshop up to twenty-one years of age."

That is the argument to keep before the minds of trade unions. They cannot oppose it. They would probably say: "That sounds reasonable. It will help all along the line, and will not interfere with our special rules as trade unions; and if they do, we must adapt our rules to these great advantages in the interest of our trades."

We find our English trade unions are not antagonistic to this idea. They are not enthusiastic as yet, but they are becoming true friends to education of the practical sort. Some co-operative societies of working men will give a certain amount every year to the technical school of their town; because it is good as a night school, they will support it as a night school; and I do not find any real antagonism in England to industrial training in day schools, since we have reasoned this out on the basis I have described.

We say to the parents: "We are preparing your sons to enter the workshops, and to be worth more when they arrive at adult age than they would be if they commenced at fourteen years of age."

Mr. WRIGHT. What is the effect upon the young people's character, morals, etc, of this kind of training?

I can answer that with pleasure, because the testimony is altogether favorable. When you can take a boy from the elementary school and put him thru such a training as I have described, up to seventeen or eighteen years of age, it strongly tends to make a man of him in every sense of the word. He learns to understand the application of law to life, both the moral law and the scientific law. He thinks more seriously, and conducts himself with greater self-respect. Life is so full of interest that his pastimes and pleasures do not partake of that objectionable character which they are liable to assume if the lad is thrown much with working men at fourteen years of age.

We hope in that respect our people are gradually improving; but the tendency used to be, with lads sent among men at fourteen years of age, and also girls in factories, to make them coarse, indifferent to their parents, and independent, seeking for all sorts of pleasures and pastimes which are not elevating in effect. Of course there are large exceptions, as you know, but the tendency under the old method of going to work so early was downward instead of upward.

This systematic training and knowledge of the laws of nature, some idea of how nature works, what nature furnishes for the use of man, and the scientific principles upon which man by first obeying the laws of nature finally makes nature obey him, bring into the minds of young people a delight in life which I do not think any other kind of training will do. It is admirable all along the line, and of untold benefit.

I will give you an incident in a small way of how a little of that sort of training operated within my own personal and almost domestic experience. Before I came to America, in 1883, I had established in our own works a science school for our apprentices. We were then taking in boys of fourteen years of age, chiefly the sons of our working men, as we always gave our men priority for their sons, rather than strangers. I came to the conclusion, owing partly to the fact that these boys were somewhat demoralized by contact with men at so early an age, and partly to continue their education on practical lines, that I would make it a rule, not to be transgressed, that each apprentice coming to us at fourteen years of age must attend the science school connected with our works three nights in the week—certainly three nights by compulsion. His time was taken by timekeepers at this school; his progress was noted just as it was at the workshops. We had a building of our own, and we brought into the science school appliances and patterns, parts of machines being made in the workshops. Mechanical drawing, free-hand sketching, and the natural sciences were taught, with their application to real objects, such as machines and various apparatus.

If any youth did not attend regularly and satisfactorily during the first year of his apprenticeship, he was discharged, sent back to his father; we could not do anything with that lad—he had not taken advantage of his opportunities.

In a very short time that restriction became a dead letter. The boys were only too glad to attend the classes. The parents appreciated this, and the trade unions were gratified by the efforts on our part to train the boys scientifically.

During the intervening twenty years I have had a record kept of almost every boy who attended this science school and went thru our works. Not one single failure has taken place; not one young fellow gone to the bad. They became trained engineers, very respectable men, got employment in various parts of the world; and when it was known that we trained young fellows in that way, government departments have written to me for likely young fellows for certain departments of the government. The Indian government has sent to me for young fellows to go out as working men, with some scientific knowledge of the occupations they are engaged upon, and with good moral character.

They have made a record all over the world, some of them became foremen, some managers, and some employers of labor themselves; and those who have remained working men have become men in very good positions, men who have seldom changed their employment.

Mr. WRIGHT. How many does that record cover?

We have as a rule about one hundred and ten apprentices, and we send out every year something like twenty or thirty. Taking the twenty intervening years, and there is a record of four hundred. This record relates to about four hundred young men whose careers I have kept in touch with, on purpose to find out the results of their training.

At the end of each year we had a prize distribution, and we gave books and instruments to the lads who had done well; and doing well meant that the report of the foreman of the department in which the boy was working should be equally good with the teacher's report in the school. It happened frequently that the boy who had shown more practical ability in the workshop, and who may have shown rather less advancement in the science school, still took a higher place at the prize-giving, because he had shown greater resources to satisfy the foreman in the workshop by doing his work more intelligently than a boy who excelled in class subjects.

We also offered prizes which they could earn by displaying intelligent knowledge in the workshop. If any one during the year could suggest to the foreman any economy of time, any alteration of machinery, or any quicker plan of getting material into shape to be worked out, which the foreman said was good enough to be adopted, we gave the boy a five-pound note, as a recognition that he was making good use of his knowledge.

Mr. WRIGHT. Do many employers in England have such auxiliary schools in their works?

No, I cannot say it is becoming a general custom. Of course it attracted a great deal of attention when it started, and some employers have done the same thing; but in recent years, since we passed the technical instruction act, a good many employers have subsidized the technical schools, to enable a number of these young people to attend a certain number of hours in the day time, instead of carrying on their own schools.

I have made up my mind now that next October we shall send all our apprentices to the two municipal schools we have now in Manchester and Salford, and make the attendance still compulsory.

Mr. WRIGHT. What is the tuition paid in this Manchester institution?

In some cases they pay nothing, for there are many scholarships. The fees are very low. The session is from October to the end of May. I suppose they will pay probably in any case ten shillings for the term. It varies with the number of subjects taken.

Mr. WRIGHT. Will it average that?

No, in some departments it might be a pound. When a boy comes with any intention for serious work, there are many free entrances provided, if necessary. We do not count much on fees. There is a certain revenue, and fees do not really make a large contribution towards the expenditure of these schools. The rate levied from the town is the chief source of maintenance, excepting in the case of sons of employers, and others who take a course of three or four years. They would probably pay for the instruction ten pounds for the term. They would have to pay, of course, for books and materials.

These schools are conducted on the easiest possible terms, to induce students to enter. We want to compel them to come; and no fee would be *allowed to* be a barrier, if the working classes would only send their children. If a youth wa benefit of the school, he can have it whethe money or not.

We have even some private arrangement to subsidize parents to allow them to con have made proposals to some of our workin to send their sons to the technical school years before they come to us, and we are w help them to do so.

While we are glad to help needy parent not want to pauperize them; we do not wa to conceive that they have a right to the earnings until he is sixteen years of age. was any attempt to make a law against it, support it; but I prefer to see parents risi sense of their duty voluntarily, and, by c public opinion among the working classes, t them to send their children for their own sal

Please take notice of what I said about th ance of teaching a trade to the extent of c lad to say, after leaving the industrial sc am a printer," "I am a cotton spinner," " mechanic or a carpenter." In the first pla detrimental to the lad's own interests. He somewhat conceited before he has got t proper training by actual practice. It t deterioration of skill and intelligence in which can only be fully acquired thru wo on a commercial scale. It will tend to industrial education.

How Poetry is Tortured in Schools.

Henry Greenleaf Pearson, Assistant Prof English at the Massachusetts Institute o nology, contributes to the current *Harper's* a suggestive and amusing paper called "Po the Schoolboy." Professor Pearson quote definitions and expressions of opinion fr examination papers of young students t that poetry, as it is taught in our schools sented to the juvenile mind in the worst way. To a boy caught in the machinery cramming system, he says, "a poem to be r task to be mastered. To that end, the 'n the poem must be studied, and the inform them retained. The oftener this process is r and the more information acquired about and such, the more highly educated (save th the student is. The natural consequence state of things is that he is drawn, insensibl tably, to study the notes on the masterpiec neglect of the masterpiece itself."

The following answer to the examinatic tion, "What is the difference in form betwe and poetry," is quoted as a typical example fessor Pearson:

"The chief characteristic of poetry is a appearance."

Another thus defined blank verse:

"It must have a meter to it; the lines a with a capital, and are of a rather uniform In other kinds of poetry the lines rhyme another, and the best poetry seems to flo from the start to the finish."

Professor Pearson holds that the remedy distressing conditions which he describes reform in the method of teaching what th tors call "English"—a method which will l stress upon communicating the essential literature than upon instruction in its mere shell of fact and historic detail. Only in t he thinks, can we supplant the idea expr one student that "the more educated a peo the more they talk of science and business have no time to bother with poetry."

The Educational Outlook.

The directors of the Franklin fund of Boston have bought a lot at the corner of Berkeley and Appleton Streets, in the Back Bay, where they will build an industrial school to be conducted after the manner of the Cooper Union of New York. The Franklin Fund is the accumulation of a fund given by Benjamin Franklin. It has recently been augmented by a gift from Andrew Carnegie.

The Boston Commercial High School opened with 160 students. The New York Commercial High School has 2,500 pupils, and the Philadelphia school 1,000.

The opening of school was marked this fall in Montreal, Canada, by the enrollment of 315 pupils in the new Commercial and Technical High School. Of this number, 236 entered the commercial department and seventy-nine the technical.

More than ten thousand children were in attendance at the Protestant schools of Montreal on the opening day. Such an attendance indicates a considerable increase in numbers.

Hampton S. Carson, attorney-general of Pennsylvania, denies the right of a Board of Control to bar from school children who have not been vaccinated. Such a decision appears to be in direct conflict with the law that makes it mandatory on the principals of schools to refuse admission to school of the child who has neither had small pox nor been vaccinated.

Dr. W. E. Chancellor, superintendent of the Washington, D. C., schools, says that both old and new methods of spelling will be in use in the Washington schools, and both pupils and teachers may take their choice.

There has been held recently in Grand Rapids an exhibit of the art work done in the public schools, from the kindergarten to the high school. The exhibit was part of a larger art exhibition.

Student assistants in the Wisconsin Normal Schools receiving not more than $10 a month, and student assistants in the university receiving not more than $25 a month, will be exempt from civil service rules. Applicants will not be obliged to take competitive examinations. Much of the work is of so occasional a character, that it is doubtful if it comes under the civil service law at all.

Principal Thorne, of the Palmyra, Wis., High School, sets an example that other principals might well follow. He plants all sorts of vegetables and grains in the school yard, in order to illustrate the principles of scientific agriculture that he is teaching in his school. The yard has become a veritable truck garden, and pupils can see with their own eyes that the science of agriculture pays.

Mr. Heeter, superintendent of the St. Paul schools, has announced that he intends not to grant transfers to pupils who wish to go to some other schools than the ones in their own districts, when requests are based on personal grounds. In his own words, he refused such requests, whether they came from "large tax payers, small tax payers, soldiers, or anybody else."

Hr. Heeter has announced that the parochial schools intend to adopt a system such that when a pupil has completed a grade there his work can be credited to him without question in the public schools.

The small boys and girls in a school in Long Island City are having a novel experience. School No. 76 has been standing on a bank about ten feet above the roadway. The local Board of Education has given orders that the bank be cut down and the school be on a level with the road. The work is now in progress and the school building is propped up with heavy timbers. To go to a school that is standing on stilts delights the children exceedingly.

Dr. George W. Twitmeyer, superintendent of schools in Wilmington, Del., is urging the Board of Education to make further provision for looking after the health of the pupils. He is also asking them to undertake some plan to meet the problem of the delinquent, the deficient, and the backward pupils.

The grade teachers in the public schools of Lowell, Mass., receive an average of $11.50 a week. If the condition of the school funds makes it impossible to grant a general increase, the teachers suggest that the yearly salaries of teachers who have been engaged in the work for ten years be increased $50 a year, and that the salary of those who have taught twenty years be increased $100 annually.

Miss Adelaide V. Finch entered this fall upon her duties as teacher of psychology in the Paterson, N. J., Normal School.

San Diego, Cal., has recently sold bonds to build a $135,000 high school building. The city has also appropriated $120,000 for the enlargment of old and the building of new grammar school buildings.

The term of office of the superintendent of schools and his assistants in Los Angeles, Cal., has been changed from one to four years.

Lincoln Institute, situated at Jefferson City, Mo., opened September 3, with three hundred students. The numbers have since risen to 325, and Pres. B. F. Allen expects to see five hundred students this year. Lincoln Institute is for colored students. It has English, normal, college preparatory, college, industrial, agricultural, and business departments. The faculty numbers twenty-one, and the equipment is good. Governor Folk said of it, in a public address, that it was one of the best schools in Missouri.

School Beginnings in Buffalo.

At Buffalo there were about two hundred more pupils registered in the high schools during the first week of school this year than last. Registration in the grammar schools has fallen off about five

Coming Educational Meetings.

October 3-5.—School Commissioners Meeting, Ithaca, N. Y.

October 3-6.—Co-Educational Conference of the Co-Operative Education Association, at Richmond Va. Dr. S. C. Mitchell, President of the Association.

October 12-13.—Upper Peninsula Educational Association. For place of meeting address Commissioner A. E. Sterne, of Ishpeming.

October 13.—Northwestern Nebraska Educational Association, at Emerson.

October 17-19.—Council of Superintendents, Rochester, N. Y.

October 18-20.—Rhode Island Institute of Instruction, at Providence. Hon. Walter E. Ranger, State Superintendent of Public Instruction.

October 18-20.—Northeastern Iowa Teachers' Association, Cedar Rapids, Ia.

October 18, 19, 20.—Superintendents' and Principals' meeting at Lincoln, Neb.

October 25-26.—Maine State Teachers' Association, Lewiston, Me.

October 25-27.—State Teachers' Association will be held at Battle Creek.

October 25-27.—State Teachers' Association Institute, Battle Creek, Mich.

October 25-27.—New York State University Convocation, at Albany, N. Y. Dr. Andrew S. Draper, New York State Commissioner of Education.

October 26-27.—Association of Colleges and Preparatory Schools, Lewiston, Me.

October 26-28.—Western Nebraska Educational Association, at Sidney, Neb.

November 1-2-3.—Southwestern Iowa Teachers' Association, Atlantic, Ia.

November 13.—Biennial Convention of County Superintendents will be held in San Diego.

November 30-December 2.—The Social Education Congress, at Boston. Frank Waldo, Corresponding Secretary, Room 16, Rogers Building, Boston, Mass.

December.—Northwestern Nebraska Educational Association. For date and place of meeting write Supt. D. W. Hayes, Alliance.

December 1-3.—Southeastern Minnesota Educational Association meets at Winona. W. F. Kunze, president.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y., Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

Holiday Week, 1906.—State Teachers' Association, Syracuse, N. Y.

Holiday Week, 1906.—Associated Academic Principals, Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.

December 26, 27, 28.—State Educational Association. Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meeting in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Ohio.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 27.—The county superintendents of New Mexico will meet in annual session at Las Vegas.

December 28.—The County and City Superintendents' Associations will meet in Columbia S. C.

hundred, as compared with last year. The kindergartens, however, show a gain of five hundred.

The loss in grammar school registration is mostly in the Italian district, and is caused in part by enlargment and improvement of the parochial schools. Then, too, many of the children are still busy in the country picking grapes, berries, and tree fruits.

The Buffalo night schools started work on September 24. Ten common schools were opened, as well as the high school and the technical high school. Three sessions a week, Monday, Wednesday, and Friday nights, will be held in each of the schools. In the high school courses will be given in all the commercial branches, in English, and the modern languages, in mathematics including analytic geometry and trigonometry, in chemistry, physics, and physiology, and in free-hand drawing, water color, and design.

A registration deposit of $1 will be required, to be refunded at the end of the term for an attendance of three-fourths of the time from date of registration.

In the technical high school instruction will be given in mechanical and architectural draughting, and courses have been arranged for workmen of all trades.

The teachers and pupils of the Lafayette High School are sincerely sorry to lose their principal, Mr. Arthur Detmers, who, as announced in THE SCHOOL JOURNAL, has accepted a position at Hill School, Pottstown, Pa. The teachers gave a luncheon in his honor, and made him some valuable presents as an expression of their appreciation of his services to the school. At the meeting of the school to bid him farewell he was cheered vigorously by the boys, with whom he has been especially popular.

Doing Away With Illiteracy.

The Legislature of Massachusetts at its recent session passed a law that every one under twenty-one years of age who could not pass an examination in reading and writing English should attend day school until he could comply with the provisions of the law.

In North Adams the superintendent of schools established a special school especially for those boys and girls who were obliged to give up their work in order to get the required education. Those who preferred were allowed to go to the regular school in the district in which they lived. The new school opened with only eleven pupils and later this number was so reduced that the school was closed and the remaining pupils were transferred to the regular schools.

Ambition and a desire to get back to work stimulated these special pupils, most of whom were foreigners, to put forth their utmost efforts, with the result that this year in all North Adams there were found only five minors who could neither read nor write English.

Statistics of Chicago.

There are 706,550 minors in the city of Chicago. Two years ago there were 680,592. The total population indicated by the number of children is 1,780,506, as against 1,714,144 in 1904.

The most noticeable fact in the statistics gathered is the comparative increase in the number of pupils in private and parochial schools. In the two years the number in these schools have increased from 71,707 to 81,612, a gain of more than twelve per cent. The number in the public schools have in the meantime grown only a trifle over one per cent.

The superintendent of compulsory education calls attention to the fact that the figures show 3,293 males under sixteen and over fourteen who are neither employed nor in attendance at school. This is a class not reached by the compulsory education act, as the boys are over fourteen.

There are 192 illiterate minors in the city, 105 males and eighty-seven females. The negligence of parents was the cause of this illiteracy in fifty-one cases. Indigence, ill-health, mental weakness, and blindness were among the other causes assigned. Of the children who had been absent from school for a period of thirty days or more it was discovered that out of 1,218 cases investigated, 168 had been absent on account of the indifference of parents, twenty-five on account of extreme poverty, and fifty were incorrigible truants. Twenty-three had no excuse.

Illiteracy in New York.

The figures on illiteracy in the annual report of the Education Department of the State of New York show that one in eighteen voters in the State is illiterate. Switzerland, Holland, England, and Scotland all make a better showing; and in Germany, in 1903, only one out of 2,500 recruits for the army was unable to read and write.

The figures for France show a very slightly greater proportion of illiteracy than in New York. In the United States, as a whole, one voter in every nine is unable to read and write.

The greatest proportion of illiterates is among the foreign-born; but there are more illiterate children of native-born persons than of foreign-born in this State. The percentage of illiteracy in New York and other large cities of the State is less than in several rural counties. Clinton County, far from any large city, has a greater proportion of illiterate voters than any other county north of Mason and Dixon's line, and east of the Rocky Mountains.

Night Schools of Philadelphia.

Superintendent Brumbaugh is planning to reorganize completely the Philadelphia night school system. The night schools are to be placed under as close supervision and direction by the associate and district superintendents as the day schools. Dr. Brumbaugh believes that with the best qualified teachers, the system can be administered for half the amount of money heretofore spent on it. The average annual expenditures of late years has been $70,000.

Philadelphia was probably the first city in the country to start night schools. With the exception of the four years during the Civil War, night schools have been open there every winter since 1850. Chicago started its system of night instruction in 1856.

There were in Philadelphia last year about fifty evening schools, including two high schools. The average number of pupils enrolled was upward of 17,000, but the average attendance was less than 11,000, or only a little more than one-third of the total enrollment for the term, which was 27,294.

The average age of the pupils was nineteen years. Of the whole number enrolled, 20,000 were under 21 years of age; 5,427 were between 21 and 30 years; 1,499 between 30 and 40 years; 88 between 40 and 50 years, and 88 were more than 50 years of age.

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In and About New York City.

Board of Education Meeting.

The Board of Education at the meeting on September 20 asked for $26,795,398 for the schools next year. This is an increase of $3,437,209 over the appropriation of last year. But last year's apportionment was eked out by an issue of $500,000 of bonds, so that the real increase is $2,937,209. The budget will come before the Board of Estimate on October 3. The Board of Estimate has in the past usually scaled down the request of the Board of Education.

The sum of $20,864,976.72 is asked for the general fund, an increase of $2,125,553.75 over the sum allowed this year. The general fund is devoted principally to paying teachers' salaries. It is devoted to the educational side of the schools. For the special school fund $5,930,421.41 is wanted, an increase of $1,311,655.69. The special school fund is used for repairs, supplies, fuel, etc.

The three-mill tax, a tax of three mills per dollar, the income of which it is obligatory should go to the schools, will bring in $18,917,382.55, and the Board, as noted, asks for nearly two million dollars more than that for the general fund.

Out of these sums the teachers in the elementary schools will receive $15,383,577.37, the teachers in the high and training schools $2,285,203.96, and the teachers in the "special branches" $498,514.58. The increase in the matter of appropriation for salaries is regular, being provided for by law.

The Board made provision in the budget for making the salaries of janitors in Brooklyn, Queens, and Richmond equal to those in Manhattan. This means an increase of twenty or twenty-five per cent. for these men. The old schedule for the pay of janitors provided smaller wages for janitors in Brooklyn, Queens, and Richmond because living was then supposed to be cheaper in those sections of the city.

There was some warm debate over the question of delaying the adoption of the budget until a later meeting, on the ground that to accept it without further opportunity to examine it was "perfunctory."

No provision was made for the $2,500 salary for a private secretary to City Superintendent Maxwell.

Among interesting items is the request for $451,094.09 to meet the school coal bill. The sum of $151,440 is asked for the equipment of gymnasiums, workshops, kitchens, and kindergartens.

Americanizing Russian Jews.

One of the great Americanizing institutions in New York City is the Educational Alliance, situated in the midst of the Ghetto. The freshly arrived Russian Jews pile into this region, for here they can make themselves understood. The aim of the Alliance is to teach these people what it really means to be an American. To this end, it forms classes in American history, civics, and kindred subjects. The classes are taught in Yiddish at first, but as soon as the students have attained some fluency in English, the use of Yiddish is discouraged.

A kindred object of the Alliance is, by religious and ethical instruction, to teach the Russian Jew that he can preserve his religion and still be a good American. The institution is non-sectarian, but as ninety per cent. of the population in the neighborhood is Hebrew, most of the work has to do with members of that faith.

The young people are ambitious, and want to get into the already overcrowded professions, neglecting the trades. In order to combat this tendency and to direct the energy of the people into effective channels, the Alliance conducts classes in manual training, telegraphy, cooking, sewing, and millinery. The leaders try especially to get the immigrants to become farmers. Agriculture gets the foreigner out into the country, where his children can have room to be clean, and the family is thrown into an American community.

On the social side the Alliance conducts sewing clubs, athletic and debating clubs, and clubs for English conversation. Several plays are to be presented this year, among them Shakespeare's "Twelfth Night."

So great is the number of people to be cared for that the membership is limited. A waiting list is kept, however, from which new members are drawn as vacancies occur.

Over-Anxious Mothers.

East Side mothers have acquired the idea that the health authorities intend to cut their children's throats. The school doctors a few months ago performed some operations on youngsters for the removal of adenoid growths. The panicky East Side mothers immediately came to the conclusion that the health authorities were in league with the Russians and were plotting to draw the blood of Israel.

Accordingly they have got into the habit of rushing to the school to save their children whenever they hear that a doctor is examining the pupils. A number of these panics occurred last June and this September they have taken place with vexatious frequency. The New York *Sun* tells the story of one such panic that occurred within a fortnight at Public School 31.

"Abram Rovinsky, who is one of the school board doctors, arrived in the class 1A primary department about 11 o'clock and sat in a chair beside the teacher, Miss Barry, to arrange his examination cards. The doctor's only purpose was to examine the children's throats and eyes. He was not planning for any operations. This was the first visit of the doctor to the 1A class, which is made up of six-year-old children who have begun to go to school this year for the first time.

"Rosa Somebody whispered to Rachel Somebodyelse that the man sitting near teacher was a doctor, and that in his black satchel were long sharp knives. The story spread from seat to seat, that he was 'a Russian cut-throat.' There was a twisting and a turning and a nervous rattling of slates. A little girl bounced out in the aisle and screamed.

"That scream was the last pound of steam bearable, and the boiler exploded. With a rush the children started toward the doors of the room, howling with a nameless terror. Only thin folding doors separate Miss Barry's class from five other primary classes on the same floor, and thru these doors the noise of the uproar passed on from room to room until five hundred little ones on that floor, the second, were yelling and running about hysterically.

"Then it was that the principal came down from her office on the floor above to learn the cause of the upheaval. One glance at Dr. Rovinsky, standing bewildered in the middle of a tragic ring-around-a-rosy game, was enough to tell Miss O'Connell the cause of the trouble, and she started in to save the day.

"In a few minutes she had the children arranged in lines, had telephoned for help from the Madison Street Police Station, and had ordered the piano to help everybody break into song. The choral singing in children panics corresponds with the fire hose in parental riots.

"In the first excitement a few of the children had got out on the street and scurried toward nearby tenements. Wherefore, when the school children had been marched singing down the stairs and ranged in lines along Monroe Street, the mothers that the principal had been expecting began to arrive. Down the little incline of Gouverneur Street they came screaming, and ran along the line of children like tigresses in search of their own. The principal stood on the steps at the girls' entrance and told the mothers to take their children home.

One woman named Mrs. Sodam was crying for her six-year-old Sammy. Sammy was found and submerged in a sea of kisses, after which Mrs. Sodam quieted down, upon being assured by Miss O'Connell that Sammy could come back into school without fear of harm. But the little boy wanted a holiday and refused to return, whereupon Mrs. Sodam took him over her knee and applied a broad hand.

"By the time, however, that Mrs. Sodam had convinced her son that he displayed no sense in being frightened, there were so few of the part time morning scholars left in the street that Miss O'Connell decided there was no use resuming the morning work. The principal had used up her luncheon hour now in pacifying mothers and children. Also the afternoon pupils, who had seen nothing of the first scare, were beginning to arrive.

"Before bringing the afternoon pupils up to their floors, however, the principal first took them into the big basement playground, so that she might feel safe from a repetition of the earlier trouble when the mothers of the afternoon scholars had heard of the visiting doctor. There was a merry time of singing and games, and the pupils were about to be marched upstairs at 1:30 o'clock when a terrific banging on the Monroe Street door again brought Miss O'Connell to the entrance. She opened the door upon an excited woman.

"'Gif me my Sammy!'" screamed the mother, who less than half an hour before had been telling Sammy not to make such 'foolishness.' 'You should not to cut my Sammy's throat!'

"Again heads popped out of nearby tenement windows excitedly and again the maddened mothers charged upon the building. All this was too much for the teachers, and instead of continuing the line up the stairs the children were headed toward the street. When they were all lined up and Policemen Walsh, Foley, and Mott had shoved the parents into some semblance of order, Miss

(Continued on page 251)

W. S. Rowley, M. D., Cleveland, O., writes: I take great pleasure in saying that I have found antikamnia tablets very valuable in both acute and chronic rheumatism, also in all forms of neuralgia, and as yet I have not seen any depressant action. I prescribe antikamnia tablets by giving one every two or three hours.—*North American Practitioner.*

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Beyond Him.

In the staging of one of his earlier plays, Joseph Jefferson, accompanied by a friend, attended a rehearsal, at which a lively disagreement arose between two of the actresses as to the possession of the center of the stage during a certain scene. While the manager poured oil upon the troubled waters Jefferson sat carelessly swinging his feet from the rail of an adjoining box. The friend could stand it no longer.

"Good Lord, Jefferson," he exclaimed, "this will ruin your play. Who don't you settle matters? You could if you only would!"

Jefferson shook his head gravely, but with a twinkle in his eye. "No, George," he replied; "the Lord only made one man who could ever manage the sun and moon, and you remember even he let the stars alone."—*Harper's Weekly.*

Burton Holmes, of Travelog fame, the eminent traveler, author, and lecturer, is once more in this country, after nearly ten months of foreign travel in search of the quaint and the picturesque, the beautiful and the unique. Last season he forced all of his engagements into the short space of ten weeks, that he might be enabled to visit Egypt at a time of year when the social life of Cairo is at its height, and when a protracted trip up the Nile is at the most healthful season of the year. This season, about to commence, Mr. Holmes will present entirely new Travelogs to his audiences, with "Cairo, the Egypt of To-day," and "The Nile, the Egypt of Yesterday," as his first two subjects. The late winter and spring months were devoted to the gathering of material in Egypt. On April 7, Mr. Holmes sailed into the Bay of Naples; on the afternoon of that very day, Vesuvius began the greatest eruption of the century, and he was there, with motion-picture-cameras and kodaks, to indelibly record this dire event for the benefit of his stay-at-home patrons. "Naples and Nearby, the Beauty Spots of Southern Italy," will be his fourth lecture, while his fifth and last will be devoted to "Vesuvius in Fury, the Great Eruption of 1906." Incidentally, he also visited Athens during the Olympic Games and this most delightful city, with its more than interesting past, will form the topic of the third Travelog, with a liberal portion of it devoted to the Olympic Games, in which every American should take a patriotic pride, because of the prowess of so many American athletes. Mr. Holmes will show the principal events in motion pictures.

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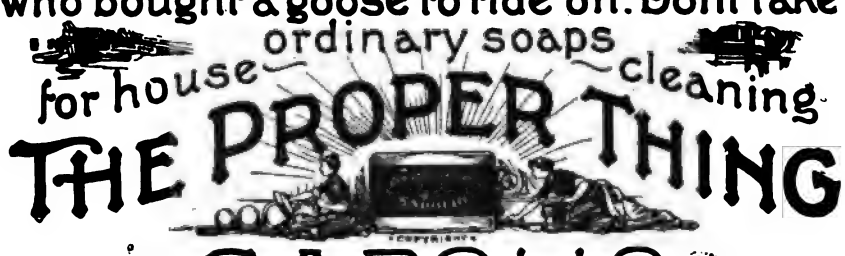

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(Continued from page 249.)

O'Connell, standing on the rostrum of the steps, made a speech.

"She told the mothers what she thought of them; those mothers with lowered eyes. And lower were the eyes of the older pupils, who had been unafraid thru it all and were now blushing for the hysteria of their elders.

"At last, with scathing words, she dismissed them, and the crowd filed away. There was much cap lifting when the principal walked toward her car later in the afternoon and many low bows from tousle-headed mothers, who stopped Miss O'Connell to assure her that never should there be such a 'foolishness' again —till the next time."

Bits From Dr. Harris' Report.

The annual school bill of the United States amounts to no less than half of the sum yearly expended to run the government.

During his last year of office, Dr. Harris conducted an inquiry into the length of service of teachers in 379 cities and towns. The average term of service is fourteen years for men and eleven for women. About a third of the total have taught some five years; a quarter have taught between five and ten years; seventeen per cent. between ten and fifteen years, and eleven per cent. from fifteen to twenty years. Between six and seven per cent. have taught from twenty to twenty-five years, a little more than four per cent. have taught for more than a quarter of a century, and two per cent have taught over thirty-five years.

This, by the way, is the term which entitles teachers in most parts of continental Europe to a pension amounting to four-fifths of the last year's salary. But the pension idea is in its infancy in the United States. Three States only, Maryland, Ohio, and New Jersey, have made provision for this.

There are 617 institutions of higher learning, with a pupil attendance of 118,000, and a teaching staff of 17,599 men and 4,267 women. So rapid is the increase in the demand for higher education that it is throwing open a thousand new positions annually to teachers promoted from secondary schools. In 1890 there were 7,918 professors and instructors in colleges and universities, not counting professional schools. By 1903 the number had increased to 20,887. The secondary schools of the country show a like expansion. In 1890 they were taught by 16,329 teachers; by 1903 the total had risen to 33,795.

In more than two-thirds of the cities of the country having 8,000 inhabitants and over, manual training is taught in the public schools. There are 588 school systems in cities of the size named, and in 411 of the number manual training forms part of the course of instruction.

The figures relating to business courses are also significant. Last year 717 public schools maintained regular business courses and the number of students enrolled was 44,213, while 3,192 public schools gave instruction in bookkeeping to 85,313 students.

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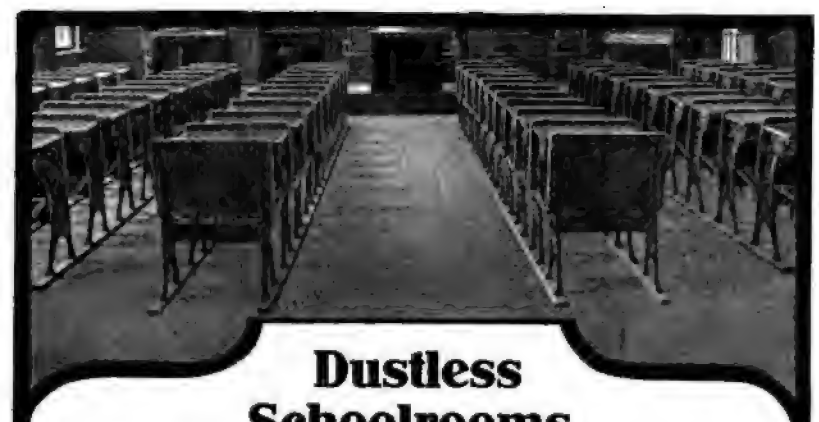

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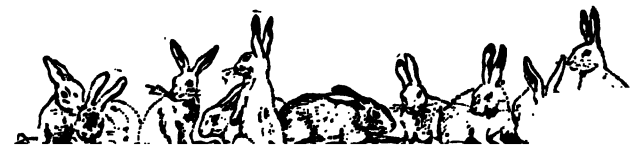

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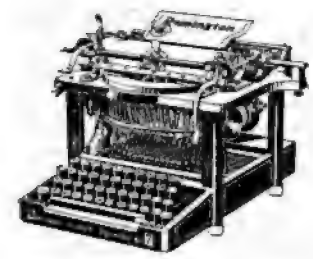

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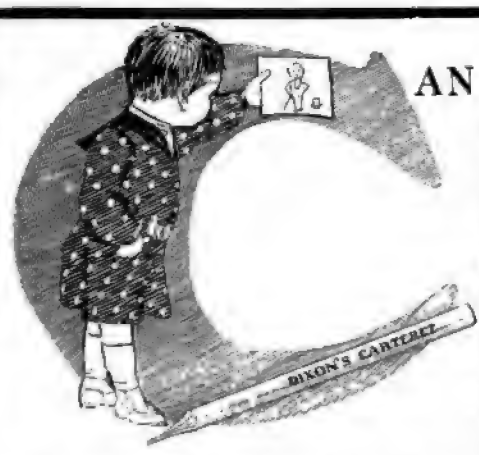

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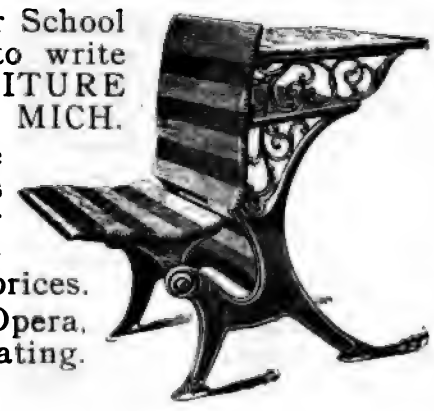

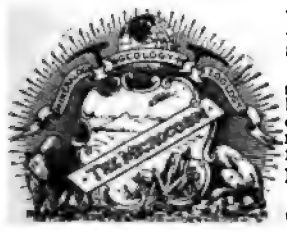

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII. For the Week Ending October 6, 1906 No. 12

OSSIAN LANG, Editor.

The Heart at the Center.

"Presently the great man appeared. Tho I am not a judge of men's faces, there was something in his which turned me cold, as tho with a kind of horror. Not that it was an ugly face; nay, rather it seemed a handsome one, so far as mere form and line might go, full of strength and vigor and will and steadfast resolution. There was in it not any curve nor glimpse of weakness or of afterthought. Nothing playful, nothing pleasant, nothing with a track for smiles; nothing which a friend could like, and laugh at him for having. And yet he might have been a good man (for I have known very good men so fortified by their own strange ideas of God)."

This is part of Jan Ridd's description of Carver Doone. Whenever I read the sweet Exmoor romance—and I have read it often, each time with increased enjoyment—Jan Ridd's parenthesized words provoke reflection. Severity caused by one's "strange ideas of God"!

Severity caused by one's strange ideas of education produces the same effect.

Education is but man's interpretation of God's will towards mankind. According as man sees Law as the highest embodiment of beauty, or as the edict of a severe task-master his features and his dealings with mankind will be gentle or affrontive.

What Matthew Arnold calls "sweet reasonableness" is an attitude nurtured into habit by right thoughts of education. We should expect, therefore, to find the fullest embodiment of this sweet reasonableness in those who are by profession the leaders of educators: the principals, superintendents, and other supervisory officers of the schools.

The Carver Doone type is sadly out of place in an educational system. So is every individual that lacks gentleness and hopefulness.

God made mothers because He wanted the heart to be the ruling principle in education. A school system that has no heart at its center is a hollow fraud.

In the clatter of the machinery that has been found needful in the management of large schools and school systems the claims of the heart are apt to be forgotten. They must not be. The larger the system, the more need there is of insistence upon the full consideration of these claims. Those who have "strange ideas of God" will, of course, not agree to this. Their reasoning appears to be something like this: God loved Adam and Eve and Abel—"God bless me and my wife and my son John, us three and no more." When the number of people increased in the world, love had to give way to system. And so system there be thenceforth and thereafter. The hopeful ones have a different view. They believe that with every new human being there comes into the world a greater increase of love. There must come a time when wars and rumors of wars will cease because of this increase. And I believe as the hopeful ones do. Which means that the larger the school system the more there should be of sweet reasonableness in it, and that the greater a superintendent is, the more he will have of the spirit that quickeneth.

To be a good executive does not mean that one must be an executioner. Neither do reports and espionage and the filling out of many blanks make up for an iota of the lack of the greater needs. Look well to the heart! The other things will soon take care of themselves.

Cultivate hopefulness! In yourself first. If you lack it your eyes will have to be trained, by careful persistence, to see beauty in the world. He who can discern beauty will not be bent upon destruction, but rather upon the cultivation of everything that promises new beauties.

Do you know how to tell a good school? a good school system? By the spirit of it—the amount of heart there is at the center.

Let the States Build Schools.

It is always an objectionable proceeding to ask pupils for contributions, no matter how meritorious an object may hold out the temptation. Let the churches and other social institutions attend to these matters. At school it is best to have a definite rule forbidding the collection of money from pupils. As regards the needs of San Francisco, much more might be accomplished for the building of suitable school-houses if teachers would use their influence to have each State in the Union appropriate a sufficient amount to pay for a school building. The Ohio Society, California, has pointed the way. A hundred thousand dollars will be raised by Buckeyes from Buckeyes. The school is to be named Ohio School. What an inspiration it would be to the people of San Francisco to know that their school buildings are so many monuments of the spirit of helpfulness which unites our great sisterhood of States! If this matter is properly brought to the attention of the various legislatures this winter, San Francisco will soon have all the schools she needs.

Music Education in America.

Dr. Elmer Ellsworth Brown has entered upon his work as United States Commissioner of Education with vigor backed by thoro comprehension of con-

ditions, and with a definite policy in mind. His firm grasp of the situation has inspired confidence in his associates that he will put the Bureau upon a basis where it will command the respect and support of the Federal Government.

The investigation into the condition of musical instruction in the United States is rapidly being organized. The Bureau will soon publish the statistics tabulated thus far. While the report cannot possibly be as comprehensive as might be desired, owing to the chaos in the fields of music teaching, it will represent the good beginning of a most commendable enterprise. The Bureau should have the co-operation of every one interested in the development of American culture.

Here in America any one who could gather one pupil into his, or more often her, musical fold, has been allowed to become a teacher of music. This laxity of musical supervision has extended to our conservatories, with the result that our reputation in Europe for musical instruction is poor. Practically no leading musician, whether composer, singer, or instrumentalist, has received his musical education exclusively in this country. Statistics will be the first step toward musical regulation. Already in Washington a movement is on foot to call a convention of the leading music instructors in the country and draw up a uniform curriculum for the principal conservatories in the United States.

A "Washington Irving" School.

It is peculiarly appropriate that the Girls' Technical High School of New York City should be called the "Washington Irving High School." The Board of Education is to be congratulated on the choice of the name. Washington Irving was intensely American, optimistic always, sweet, refreshing, gentle, sensible. He stands for all that is best in the American character. He loved young people and revered womanhood. His name stands for the ideals that the school has set itself, which now bears his honored name.

The "Washington Irving High School" is an institution of which the city may well be proud. It was established in 1902 as an ordinary academic school composed of teachers and pupils formerly belonging to the Wadleigh High School. When the latter institution was removed to its new building uptown, the new school was first named the Commercial High School for Girls. Later on it was officially designated the Girls' Technical High School, in order to state more fully the scope of this work. Under the vigorous principalship of William McAndrew, the school has developed great usefulness. The scope has outgrown the name. At the graduation exercises in June, President J. F. McGowan declared that the residents below Fifty-ninth Street were in need of all the various forms of high school instruction more than anywhere in the city—academic, commercial, technical, musical, and artistic; and that the new building to be erected on Irving Place ought to be the educational home of all the high school girls living in the lower part of the city, and should offer them every worthy kind of instruction in day and night classes. He proposed that the memory of New York's greatest exemplar of culture, refinement, and gentle breeding, should be perpetuated in the noble building to be erected opposite the old home of Washington Irving, and that the name suggested would not limit the usefulness of the school to any narrow line of work. The school should purpose to educate gentlewomen, whether they are to become teachers, wage earners, or home-makers. It should never lose sight of its chief hope, that its girls should achieve the proper ambition of every good woman to become a wife and a mother.

Commissioner John Greene presented the resolution in the Board of Education re-naming the school. Of the fifteen high schools in New York the following are now named from persons who have rendered distinguished service: Gouverneur Morris, Lydia Wadleigh, DeWitt Clinton, Stuyvesant, William Cullen Bryant, George William Curtis, Erasmus (Hall), Washington Irving.

The Teacher in Politics.

William Randolph Hearst never fails to count with the political influence of the teachers when he is before the people as a candidate for office. When he ran for Congress he frequently mentioned the importance of the schools. As candidate for Mayor of the City of New York he appealed to the teachers in various ways. Now that a Democratic State Convention has chosen him as its champion in the battle for the Governorship of New York, the teachers are again prominently mentioned in the platform, as follows:

"The teachers in our common schools engaged in preparing the youth of the State to bear the burdens, discharge the duties, and meet the responsibilities of citizenship, are exercising the most important function in the whole scope of our public service. On their fidelity, capacity, and ability mainly rest our prospects of future growth in morals and intelligence—the true fountains of all prosperity. We believe, therefore, that these most valuable public servants should be insured a reasonable certainty in the tenure of their offices while their compensations should be sufficient to maintain them in comfort during their years of labor, and enable them to make suitable provision for their declining years."

The Small College.

Chancellor MacCracken, in his address to the undergraduate colleges at the opening of New York University, spoke in favor of the small college system. The small college he defined as one having less than five hundred students under one faculty, altho many hold that any college enrolling less than one thousand students under a single faculty is a small college. The small college takes its stand, he said, on the following platform:

"The average undergraduate should continue in college from eighteen years of age to twenty-two. This formative training between school and life occupation should be preserved. There should be no cheap chromo diploma for a two years' bachelor of arts course offered by any university as a premium for graduating in law or in medicine. The college course should have at least half of its subjects prescribed and prescribed work should include a good measure of logic and psychology, of language, and of mathematics. . . . The undergraduate who does not want logic or mathematics is usually the man who needs them more than anything else. The same is true of the one who does not want a thoro training in language or in science. He ought to have them in a fair measure. The last plank of the platform is that there should be close contact of the mind of the professor with the mind of the student for the highest moral results. New York University expects each professor to care for the moral as well as the intellectual well-being of the student. It assigns to every undergraduate student a professor to be his adviser, who is required to know how the student passes his time as well as how he passes his examinations."

Mr. Bryan Speaks on Education.

William Jennings Bryan, in speaking in New Haven, paid his tribute to the educational work that Americans have been doing for the peoples of the Orient.

"Americans," he said, "send as much money to India each year for education as England. England draws millions from India in return, but the United States draws almost nothing. Our altruism is more influential than the commerce of all the other nations combined.

"Scarcely any one in Japan could read or write fifty years ago. Now 90 per cent. can read and write. One of the first banquets that I attended in Tokio was given by the "Friends of America." These were men educated by money sent from America. In that country $50 will feed, clothe, and pay tuition of a student for a year.

"Fifty, seventy-five, or one hundred million dollars on our navy, in order to increase your power and protect you from attack? I tell you if you spent one-tenth of the sum in bringing people from other lands and educating them here and sending them back with a knowledge of our institutions and a love of country, we would protect ourselves a thousand times better.

"All over the Orient go our American school teachers. They start by gathering around them a little group of students, and these become centers of civilization. I find that it costs on an average $50 a year to feed and clothe and pay the tuition of a student. I read not long ago the expense of attending Yale College, and I think I saw it was about $500 a year for a student. Possibly some could go thru for less, but if you are going to tell a boy how much it will cost him to live in an ordinary average way you could hardly expect him to do it on less than $500 a year.

"I talked with a man a few months ago who had two boys in Yale College. I was asking him to give something to another institution, and he said that he couldn't afford it; that he had two boys at Yale and they cost him $1,500 a year. He was spending on these two boys what it would cost him to educate sixty in India or China.

"My friends, I believe that when one of the needs of the Orient are understood, there will be hundreds of Americans willing to sacrifice that they may help to bring light to those people and lift them up to a higher level.

"I saw this educational movement everywhere. In Turkey I was talking with the governor of one of the States, and I asked him what progress they were making in education, and he said they have found out in Turkey that if they are going to be able to stand up with the rest of the world their people will have to be educated. He was encouraging education in his State. One of the viceroys in China told me that in his district in five years he had himself established 4,000 public schools. That is what they are doing there. He told me that at that time there were 5,000 students in Japan, sent away to learn new methods. Within five years they have abandoned their old system of examination which was in force for a thousand years, and they have adopted the American and European idea of the school. They are now educating women as well as men. It was only a few months ago that one of the viceroys presided at the laying of the cornerstone of the Woman's College. In Japan I visited a woman's school where they had 600 students, and it was founded only about five years ago.

"Education is going on all over the world. Go up the Nile and you will find schools established by all denominations of the Christian Church. They have led the people there to insist upon them, and one of their demands is that they shall have more schools. These people are demanding more schools, more education, more opportunity. So this educational movement is going on everywhere, and where we can help I think we ought to."

Coming Meetings.

October 10-12.—County Institute meeting at The Dalles, Ore.

October 12-13.—Upper Peninsula Educational Association. For place of meeting address Commissioner A. E. Sterne, of Ishpeming.

October 13.—Northwestern Nebraska Educational Association, at Emerson.

October 17-19.—Council of Superintendents, Rochester, N. Y.

October 17-19,—County Institute meeting at McMunnville, Ore.

October 18 19 20.—Vermont State Teachers' Association, Middlebury.

October 19.—Franklin County, Massachusetts, Teachers' Association, Orange.

October 18-20.—Rhode Island Institute of Instruction, at Providence. Hon. Walter E. Ranger, State Superintendent of Public Instruction.

October 18-20.—Northeastern Iowa Teachers' Association, Cedar Rapids, Ia.

October 18, 19, 20.—Superintendents' and Principals' meeting at Lincoln, Neb.

October 22-24.—County Institute meeting at Moro, Ore.

October 24-26.—County Institute meeting at Hillsboro, Ore.

October 25-26.—Maine State Teachers' Association, Lewiston, Me.

October 25-27.—State Teachers' Association Institute Battle Creek, Mich.

October 25-27.—New York State University Convocation, at Albany, N. Y. Dr. Andrew S. Draper, New York State Commissioner of Education.

October 26.—Hampshire County, Massachusetts, Teachers' Association, Ware.

October 26-27.—Association of Colleges and Preparatory Schools, Lewiston, Me.

October 25, 26, 27.—Maine Teachers' Association, Lewiston,

October 26-28.—Western Nebraska Educational Association, at Sidney, Neb.

October 31-November 2.—County Institute meeting at Tillamook, Ore.

November 1-2-3.—Southwestern Iowa Teachers' Association, Atlantic, Ia.

November 7-9.—County Institute meeting at Salem, Ore.

November 12-14.—County Institute meeting at Central Point, Ore.

November 13.—Biennial Convention of County Superintendents will be held in San Diego.

November 14-16.—County Institute meeting at Grants Pass, Ore.

November 26-28.—State Association meeting at Portland, Ore.

November 26-28.—State Association meeting at Pendleton, Ore.

November 30-December 2.—The Social Education Congress, at Boston. Frank Waldo, Corresponding Secretary, Room 16, Rogers Building, Boston, Mass.

December.—Northwestern Nebraska Educational Association. For date and place of meeting write Supt. D. W. Hayes, Alliance.

December 1-3.—Southeastern Minnesota Educational Association meets at Winona. W. F. Kunze, president.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

Holiday Week, 1906.—State Teachers' Association, Syracuse, N. Y.

Holiday Week, 1906.—Associated Academic Principals, Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.

December 26, 27, 28.—State Educational Association. Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Ohio.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

Dr. Thomas Hunter: A Public Appreciation.

REPORT OF THE SPECIAL COMMITTEE APPOINTED JUNE 13, 1906, BY THE NEW YORK CITY BOARD OF EDUCATION, TO PREPARE AND PRESENT A MEMORIAL OF THE LIFE AND PUBLIC SERVICES OF DR. THOMAS HUNTER.

The important events of an epoch naturally group themselves about some great man who has been the leader of thought in his time; so does the history of the Normal College center in the life history of Thomas Hunter. When we consider the work of the man whom we honor to-day, we find that the entire educational system of this city in every branch of its service owes him a tremendous debt of gratitude.

To foster into matured reality a long-conceived thought, requires energy, perseverance, tenacity of purpose, and a large store of that intense enthusiasm which knows no discouragement. Such are the qualities of which great men are made—men whose profound nature awakens others to activity.

Looking back upon the life of Thomas Hunter, we find that he possessed these sterling qualities, that he had the powerful individuality that commands universal respect, and which left its impress on those about him, on the institutions over which he presided, and thru and beyond these on the public school system in general.

Coming here in his youth and vigor, full of high ideals of his life work, he gave all his energies toward uplifting the standards of his chosen profession. He has been a commanding figure in every endeavor for the betterment of the teacher's position, and it is largely due to his efforts that to-day the teachers of New York are envied by their co-workers all over this country. Early in his work here, he successfully led the struggle for teachers' tenure of office—and tenure of office is the first step toward enlisting a corps of able teachers.

Feeling strongly that fear is not an incentive to study, he abolished corporal punishment in his own famous school, and then fought for its abolition thruout the school system. It was a hard-won battle, but we of to-day know that he was right and are proud that New York has led the world in this reform.

When he began teaching, the superintendents of that day had an arbitrary system of marking teachers by per cents and fractions of per cents. His fight to obtain from the superintendents a proper method of rating teachers was a battle that none but a brave soul would have dared to undertake, and one which even his closest friends warned him against. Nevertheless, he was triumphant, for he had ever the courage that the right gives, and fearlessly fought and won.

It is not necessary to dwell on the wonderful work that he did in the Thirteenth Street School. It is too well known to need encomiums. There he trained the men who to-day are molding the destinies of the city. Judges, legislators, physicians, men prominent in every walk of life, are proud to say that they were pupils in old Thirteenth Street School, and the Thomas Hunter Association yearly keeps green the memory of those golden days when Thomas Hunter taught, and was the friend of all the boys who knew him.

The man of strong convictions paves the way for others by entering paths before untrodden. So we are not surprised to find that the first Evening High School in the United States was organized by Mr. Hunter.

It was his work as a principal that made him feel the need of properly trained teachers, and led him to turn his activities toward the founding of a Normal College that should equip the New York schools with a body of teachers who would be trained pedagogs, using the word in its best sense. For that one thing alone he deserves our highest praise. It is easy to say that things come of themselves and that New York would soon have felt the need and filled it. Things do not come of themselves; they are first created in some fine clear brain, and then, bit by bit, the obstacles in the way are overcome. If the time was ripe for the Normal College, it was because he made it so. For thirty-six years he has been the guiding spirit of that institution and has labored day and night to protect its interests. Starting as little more than a high school, he has constantly striven to make it worthy of its name. Bit by bit he has raised the standard of the work, adding one year and then another to the course until, from a three years' high school course he has at last achieved a seven years' course, taking in the high school and college studies and meeting the requirements of the State Board of Regents, so that its graduates now stand on an equal footing with those of any paid institution. Thus having reached the goal of his ambitions, he has contentedly laid down the staff of office and retired to that ease which he has so nobly and honorably earned.

All who have been intimately associated with Dr. Hunter agree in ranking him among the great natural teachers. Even those college students who have not been under him as a class instructor have strongly felt the influence of his forceful character, the character which acts directly and immediately by its very presence. They have felt the personal magnetism of the great teacher. To measure the vast extent of such influence in so large an institution and thruout such an extended period of years, is quite impossible. If Dr. Hunter's work and influence and success thru the graduates of No. 35 are far-reaching, who will essay to measure their extent thru the many thousands of Normal College graduates? Found among the ranks of eminent educators from kindergarten thru college grades, among able supervisors, principals, and superintendents, in the professions of law and medicine, in the fields of literature and prominent in philanthropic work, its army of ten thousand graduates constitutes a great living force.

After discussing what he has *done* for the pupils under his care, it is appropriate to call attention to what lies deeper and is more lasting—what he has *been* to them. We remember our teachers more vividly than the precepts they strove to inculcate, for example is the most impressive form of teaching. For thirty-six years this man has stood before the young women of the Normal College as the ideal of a true-hearted gentleman, and never has he fallen short of what that ideal should be. Gentle and kindly, serene and dignified, graceful and generous, with an old school courtliness of manner, he has set for the young women of our city a standard of manhood to which they will hold their children and the men whom they meet, and this has been his greatest, his most difficult work. All honor to him for it!

ALRICK H. MAN,
NICHOLAS J. BARRETT,
RANDOLPH GUGGENHEIMER,
EGERTON L. WINTHROP, JR.;
Special Committee.

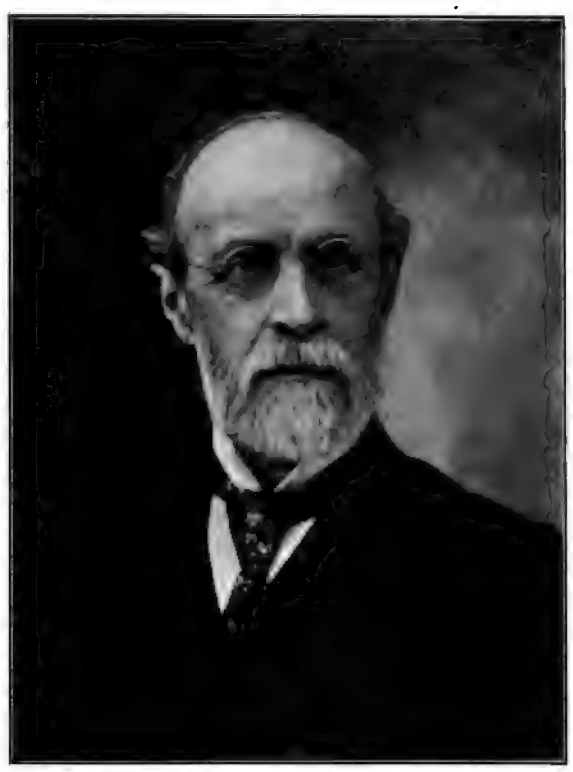
Albert G. Boyden.

An Appreciation.

By GEORGE H. MARTIN, Secretary of the Massachusetts State Board of Education.

The retirement of Mr. Albert G. Boyden from the activities of the principalship of the Bridgewater Normal School, is an event of more than common interest, not only to the numerous alumni of the school, but to all persons who are familiar with the educational life of the country. Few men are privileged to hold an important educational position so long as Mr. Boyden has held his,—forty-six years. To few men is it given to enter as a constructive factor into the lives of so many young men and women (more than 5,000 in number), just as they are forming their ideals of a life work.

Some men hold a position longer than they fill it. Mr. Boyden has not been one of that kind. He has brought to the last years of his administration as keen and far-sighted interest, as wise and scrupulous attention to administrative details as made his



earlier years successful, and as principal emeritus, he expects to carry on his work of teaching with undiminished zeal.

To Mr. Boyden's long connection with the school is due the perpetuation and intensifying of what is widely known as the Bridgewater spirit. A pupil of Tillinghast, the first principal, an associate teacher with Conant, the second principal, himself the third and only other principal, he has been a part of the school from the beginning, and so for more than fifty years the issuing stream of young men and women has borne the impress of his earnest spirit, and carried into life the influence of his ideals.

If one were to ask what has been the dominant note of this long service, all of the Bridgewater alumni would answer, "Moral earnestness," the quality of character which has made all the great teachers great,—Thomas Arnold, Mary Lyon, Mark Hopkins. While never undervaluing scholarship nor professional skill, he has believed that the supreme end of all educational agencies is the formation of character, and that all teachers should have sound views of life, and that in all their relations they should ring true. It is to this that we must attribute the well-known compliment paid to Bridgewater graduates, "They can be depended upon."

Mr. Boyden's work in all directions has had three characteristics. It has been thoro, positive, and practical. To the first quality has been due his remarkable success as an administrator.

From a single small school-house the Bridgewater plant has grown until in lands and buildings it is valued at more than a half-million dollars. Every plan has been made and every dollar expended under Mr. Boyden's personal direction and oversight. So thoro has been his preparation and so minute his inspection that he has never been refused an appropriation by the Legislature.

When a year or two ago a legislative committee was considering his request for $60,000 for a gymnasium, a member said, "If you get the money it will not be because we are convinced of the need of the building, but it will be a personal tribute to you." He got it, in spite of an unfavorable report from the finance committee.

The same quality has entered into all his instruction, and he has never demanded of his students more than he has been willing to render himself.

The Bridgewater teaching has been as positive as it has been thoro. In religion, in morals, in politics, and in pedagogy, Mr. Boyden has been a man of convictions, and not of mere sentiments. Years ago his pupils were wont to say, "What Mr. Boyden knows, he knows he knows." This accounts for the depth and permanence of the impression he has made.

This quality is not incompatible with progress. While his thinking has been deeply rooted in fundamentals, he has kept the school abreast of the growing demands of public education. He has not been easily beguiled by philosophical will-of-the-wisps, but he has realized that truth takes on new forms with new years, and that new times demand new measures. The graduates who have left his school in recent years are as well equipped for the complex school work of the present as were the earlier ones for the more simple schooling to which they were called.

A typical New England man, educated in district schools, learning a mechanic's trade, early connected with the church, in closest touch and sympathy with the every-day life of a Massachusetts village, he has given to all the Bridgewater work a practical character that has commended it to practical people everywhere. He has learned by all his years of experience and observation that human nature does not greatly change, that underneath all the changes in the externals of life, life itself remains substantially as it has always been, with the same fundamental needs, which it is the business of education to meet, that these needs are paramount in importance because being is more important than doing.

It is a source of satisfaction not only to Mr Boyden himself, but to all the friends of Bridgewater, that there is to be no abrupt transition to new and untried hands. Mr. Arthur C. Boyden has, as pupil and teacher, imbibed the Bridgewater spirit, and will keep the school true to its traditions and maintain its ample usefulness in the service of the public schools.

Teachers and Politics.

By ELMER ELLSWORTH BROWN, U. S. Commissioner of Education.

[Address at the beginning of the year's work at the University School of Pedagogy of New York University.]

The subject which I have chosen is many-sided, and I shall make no attempt to touch upon all of those many sides. What I have to offer is in effect an exhortation to you, members and makers of the profession of teaching, that you be politicians. By politician I mean one who sets the public good above private advantage. I should like to exhort you to study the public good and make the profession of teaching peculiarly a profession devoted in large-minded, great-hearted ways to the public good.

A profession has long been distinguished from a trade in this, that it serves public as well as private ends; that it is in fact mainly devoted to some form of public service. This profession of teaching, the new profession, as Henry Ward Beecher called it, must learn from the older professions in many things. It must learn much from them concerning the ways in which to serve the public good, and then it must mark out for itself intelligently and courageously, ways unknown to those older professions in which it shall render service all its own.

Medicine deals with the welfare of the human body, applying to its processes the methods of natural science. It renders a public service in providing standards by which well-determined professional practice may be distinguished from malpractice; and in stimulating and promoting and guiding the development of public hygiene and sanitation.

Theology considers the point of contact between human things and things divine, where the spark of infinite love is passed and the vision of immortal destiny arises. It renders a public service in reinforcing public morals with the sanction and the inspiration of religion. Under our American system of religious equality it aims at the full realization of religious freedom, with all that religious freedom means for our advancing civilization.

The profession of law deals with rights and wrongs, and is concerned with the maintenance of human justice. It renders a public service in pointing out the need of advanced and uniform legislation, in laboring to promote the purity and efficiency of our courts, and in numerous other ways.

The profession of teaching may learn its lesson from all of these. This profession, too, should determine its own codes of practice, standards of scientific attainment, and established procedure codes of professional ethics. It should labor for the uplift of public morals; it should set before the public high standards for the selection of educational officials, and urge the adoption and consistent application of those standards. In particular, as regards the appointment and advancement of teachers, it should adopt the principles underlying the merit system. As a matter of professional self-respect, as well as one which concerns the public good, it should urge everywhere the appointment and advancement of teachers on the ground of merit alone. The public, even in communities less favored than this, will not long be deaf to that demand when teachers make it unitedly.

Now, a word with reference to the agencies thru which the profession of teaching is to carry on such political activity as I have indicated. In the first place there are the various associations of teachers. These associations play an important rôle in the educational progress of this country. They are chiefly occupied with the presentation of educational discourses and the discussion of educational theory and practice. In order that they may deserve public influence and exercise public influence, these associations must become, as time goes on, more responsible bodies. An increasing responsibility for the maintenance of professional standards will, I believe, fall to them, and for the establishment of useful codes of professional ethics. To this end let them hold themselves steadily to public purposes. Let them suppress those who would make the association a means to private ends. Let them suppress the makers of cliques and devolve leadership upon the men of large view, of sound experience and solidity of character. All kinds and grades of school, from the infant class and the kindergarten to the university and the institution for research, should be represented in these associations, and should make of these associations a powerful means for united effort looking to the public good.

In the second place, there are professional schools for the training of teachers. It rests with these schools to enforce high standards of admission, to promote largeness of scholarship and of human interest. We look to them to send forth a body of teachers who shall grow intellectually and grow morally while they are getting their indispensable experience in teaching. We look, too, to these professional schools and colleges to make for us a professional literature, embodying well-ascertained scientific facts and principles. These schools occupy, if they will, the watch tower of education. It is for them to reach out toward the education that is not yet, but is to be. In education, as in some other fields, the demand does not simply make the supply; the supply must make the demand. And we may look to our professional schools of education to create a demand for highly-trained practitioners, supervisors, specialists, by providing a supply of such rare or even unknown products before the demand for them has been felt.

In the third place, and chiefly, the public character of the teaching profession is to be realized thru the labors of individual teachers, who do more than fill the places to which they are assigned. The best teachers always do more than they are paid for doing, and expect to keep on doing so to the end of their days. Some day the public will awaken to this fact and will pay more adequate salaries, as it has begun to do in the City of New York, but till then, and even then, the good teacher will go on doing more than he is paid for doing, and more than he can be paid for doing. And one way in which he shall prove himself greater than his salary, is this, that he will study the public need and plan to make his school meet the need of its public, in its day, even tho it carry him into untried paths and call for the making of methods that have not yet been known and approved.

I might illustrate what I have said as to the political activity of teachers in this high sense of the word politics, by a survey of some of the important fields of education in which there is work to be done in the immediate future. One of these is the great field of moral education; another is the field of educational extension; still another is the field of education for exceptional children, with which the improvement of our system of education for all children, good, bad, and indifferent, bright, dull, and mediocre, is inextricably bound up. All of these are fields of the utmost importance, and under other circumstances I should like to speak of each of them at considerable length, but just now, for a variety of reasons, it is convenient to draw our

illustration from what may be called the economic trend in present-day education.

This economic trend has been emphasized of late in a great variety of ways. You are all familiar with the visit to this country of the Mosely Educational Commission, in the year 1903. That movement, as Mr. Mosely himself informed us, was directly suggested by his observations of the industrial efficiency of the Americans whom he had met in South Africa. Mr. Mosely was seeking the educational ground of such efficiency. There was wide discussion of the investigations and reports of the Mosely Commission. It is not so generally known that a somewhat similar commission was sent to this country in the year 1904 by the Prussian Ministry of Commerce and Industry, for the purpose of visiting the Louisiana Purchase Exposition at St. Louis, and of observing the industrial development of this country, and more particularly the educational basis of that industrial development. The reports rendered by members of this Commission, have only recently been published, and are not generally available. A bulletin summarizing these reports has, however, been prepared under the direction of the Education Office at Washington, and will undoubtedly be published within the next few weeks.

It is a fact of very great significance that these two Commissions have, at so nearly the same time, been sent to study the workings of American education. It does not mean that industrial education in this country has been perfected and that the nations of the old world are simply coming to us to find out how these things should be done, but it does mean that the interest of the nations in the industrial bearings of education has risen of late to the highest pitch, so that even those peoples which have achieved great things in industry, in commerce, and in education, are seeking to learn from any one of their neighbors, who have also achieved success, whatever that neighbor may have to offer thru which they may bring their own systems to a higher stage of perfection.

We have here a notable shifting of the center of gravity in the movement of world education. In the seventeenth and a large part of the eighteenth century, the prime impulse to education was religious; in the latter part of the eighteenth century and the greater part of the nineteenth, the political impulse in considerable measure replaced the religious, and education became to a wonderful degree a movement of democracy. Now, in these later years, the political and democratic movement has undergone a subtle change, and the prime impulse to education, speaking in the broad and large, is an economic impulse, or better expressed, perhaps, the political movement has passed into a more distinctly economic phase. Where the men of the seventeenth century talked of public education in the interest of a learned ministry, and of a prepration for an understanding of the way of salvation; where the men of the American and the French revolution and their successors talked of education which should make men capable of bearing the responsibilities of political freedom; the men of to-day are talking of education for commercial and industrial efficiency, and education which shall enable the home land to compete successfully in the markets of the world. I do not say that this is the whole of modern education, for it is not; I do not say that it is the most important thing in modern education, for that may be seriously questioned; but it is undoubtedly that aspect of modern education which comes to the front in the great national discussions of education in our day, and it is largely with a view to this aspect of education that the nations are making some of their greatest educational expenditures.

Now it is for the teacher, who is a politician, and even somewhat of a statesman, it may be, to look abroad over this educational movement and consider what shall be done about it.

Whatever else we may say of this movement, it is plain to see that it is inevitable. It must be reckoned with as a great and present fact. We may say with all frankness that the economic view of education is a partial view and not the highest view; that the economic movement in education is attended with the dangers of the gravest sort. The danger of materialism, not of conscious and theoretical materialism, but of subtle and impalpable and undermining materialism, is a danger that education must meet and resist wherever it shall appear. Some of that danger is undoubtedly present in this economic movement, and for the sake of ultimate economic superiority, even if for no other purpose, education must seek to counteract such materialism.

But when we come to understand this movement we shall see that there is vastly more in it than materialism; and it is a movement which we must make our utmost endeavor to understand. A large part of the new inventive work in education within the next few years will be done in vital connection with this movement. It is worth studying so as to understand it thoroly, and when we come to understand it we shall find it full of promise for the highest things in which we are interested. We shall find that if the good tendencies that are at work within it shall be reinforced and emphasized, and the worse tendencies be turned in better directions, it will accomplish its own ends by entering into the larger movement of all good education. Let us look into this matter a little and see if we can not make some small beginning with it.

Our visitors have told us that in our American schools the children learn at an early age to depend upon themselves, to take the initiative and mark out the things which they shall do. These visitors are greatly impressed with the independence of action which is cultivated by this means in our American schools. But they go on with admirable frankness to say that the promise of our lower schools is not fulfilled in the school above. In drawing, for example, they find the pupils of the lower grades self-reliant, inventive, capable of undertaking difficult tasks and reaching surprising results. But in the higher grades and in the high school those results show no great amount of improvement. So far as execution is concerned, these self-reliant pupils have come to a standstill; they do not go on to perfection. These criticisms are, I believe, in good measure justified. It is one of the glories of our American education that it cultivates independence and initiative. The danger which attends such cultivation of initiative is the danger of cocksureness—the danger that the pupil will come to have such confidence in himself that he will fail to feel the sting of emulation, will lose the sacred hunger after perfection. The economic need of our time, and in an equal degree the educational need of our time, includes both initiative and the highest excellence in the ultimate result. Both of these things are to be sought with the greatest zeal. As Americans, it is for us to hold fast and augment by every possible means that peculiar excellence of our American system, the cultivation of power to shift for one's self. To this we must add, if we are to do the work that devolves upon us, a greater striving after perfected results.

Just at this point, to my mind, is one of the finest and farthest-reaching implications of the economic movement in our education. We are at a time when the labor question is one of the most urgent questions with which we have to do, and the labor question, which conditions our prosperity, is often

made to appear as a question merely of the distribution of wealth. I would not question for a moment the importance of a more equitable distribution of wealth, but that is not the whole question. Another aspect of the labor question is the question of the attitude of the workman to his work. How may the conditions of labor be so adjusted that the workman shall take a creative interest in his work, or, I should say, the interest of an artist in his work? How shall the artisan, in being a good artisan, become somewhat more than an artisan by taking interest in the excellence of his product?

I well know some of the difficulties of this program. I know how its difficulties are increased by the extreme division of labor, and by other inevitable conditions of the modern industrial system. But I believe that one of the chief ways in which the schools are to meet the demands of the modern economic situation, is this: That they are to train up skilled workmen, technically skilled beyond the skill of apprentices when they complete the course of a good trade school, who have come to care for the products of their work and to have a more than artisan interest in the finished excellence of those products.

Here I think the question of industrial education runs into the question of moral education and the other large questions with which modern education has to do in the highest reaches of its ideal. But these high moral ends will not be attained unless the immediate work in hand, the work at this bench and with this set of tools, or these mathematical formulae, is done honestly and well.

There are other moral aspects of this economic trend in education. I do not attempt to enumerate them all. Wrongly directed, our education in these lines may involve an everlasting emphasis on the pursuit of wealth. To make more money, and to make as much money as possible, may be made the conscious purpose of industrial education. I think that good teachers will be more disposed to emphasize the purpose of honorable self-support. This is certainly a high and moral purpose which may properly be emphasized in the schools. I do not say that the pursuit of wealth may not be honorable, but the other purpose is, I think, more safely brought to the front in school instruction. To be self-supporting, to make eventually a home and a good home, to be able to help one's fellows and play one's part in the affairs of the community, these are things that wise teachers know how to emphasize in industrial education, and education that works for such ends as these is education that is moral in a way that much of our education has forgotten to be moral.

I have only touched upon the outskirts of this great problem; I have simply tried to make of it an illustration of the main thesis of my talk to you. In this matter, as in other affairs of our public education, the best teachers will seek to find the way to the public good. They will study the education of the day and the public need which it aims to supply, and will look forth beyond the present, trying to discern the larger needs that already shadow the horizon, and to shape the schools of to-day in preparation for the work of to-morrow.

May I mention one other way in which the statesman teacher will deal with the industrial movement in our schools. The time is passed when the older professions alone are looked upon as laboring in the service of the public good. We are apprehending dimly the fact that every honorable occupation has its public aspect, and is in its greater or less degree a true profession. I think that our teachers who look upon their work as public service will lay stress upon the idea of public service in their teaching in the schools. And when such teachers are in our schools of commerce, of the trades, and of the manual arts, they will enable their pupils to understand that the arts which they are fitting themselves to exercise have also their aspect of public service. They will prepare tradesmen and artisans to labor in their trades and occupations as serving not themselves alone but serving also the public good. Is this Utopia? I might fear as much if I had not seen teachers and tradesmen and artisans as well who had this public spirit and who did their work for the larger good.

* * * * *

Ladies and gentlemen of the School of Pedagogy, this is my exhortation, that you be politicians. There will be those who would have you exercise the lesser arts of politics and who would make you believe that those arts of manipulation are the real thing. Let me exhort you a little further. Those petty and self-seeking manipulations are not the real thing. Be content to lack a little in the knowledge of such arts; be contented to be simple-hearted and even a little Utopian in the pursuit of the larger public good, for I believe you have a work to do in these next coming years which may well stir the blood of those whose blood is red and who care for great, high enterprise. If you will have them, the public is going to lay on you and on the schools larger responsibilities than the institutions of education have borne in the past. It is a work that is worth the doing, this work that lies before you, and I wish you the highest joy and prosperity in the part of this great work which may fall to your lot.

Care of Infants.

The New York Association for Improving the Condition of the Poor, has issued a card "For Mothers," which sums up many lectures on the care of infants. It will supply texts for a very helpful mothers' meeting. This is how it reads:

"If you want to keep your baby, keep it

Clean, Cool, Quiet.

"A clean baby must be clean inside as well as out. This means *clean milk, clean air, clean skin.*

Food.

"Nurse the baby, if possible.

"Give it only pure milk, which you can get cheapest and best at the Straus Pasteurized Milk Depots named on back of this card.

"Feed at the same hours each day, a small and regular amount each time. Never give it solid food, tea, coffee, or beer. Don't think the baby is hungry every time it cries; it may be thirsty for water, or too hot, or dirty.

Bath.

"Wash the baby all over every night and morning, in warm water. Keep its face and hands clean.

Dress.

"Change soiled garments promptly. Use light, cool dresses, keeping head cool and feet warm.

Fresh Air.

"Take the baby out doors all you can to the Parks and Recreation Piers, to the street and roof. Always keep some windows open, even in winter.

Sleep.

"A baby should be kept quiet, not excited and jounced about just to please its parents or visitors. Don't wake the baby to show it off, even to the President.

Sickness.

"Babies well cared for keep well. Take the baby to a doctor or dispensary when it shows the first signs of sickness—not retaining food, or loose bowels. If you wait it may be too late."

The Professional and Financial Side.

Conducted by WILLIAM McANDREW, Girls' Technical High School, New York.

Professional Ethics in Pittsburg.

Heinrich Vogelgesang is said to have cataloged 398 essays, articles, and addresses in the English language, showing why teaching is not a profession in America. Bardeen published a whole book on the subject, a comico-tragical investigation entitled "Teaching as a Business." I wish I could commission the two men to go as experts to Pittsburg, to subject the educational atmosphere there to scientific tests, and to find out what is the matter with it.

I was there, a few hours, not long ago. The courts have just relieved the school system of what the Pittsburg newspapers characterize as a cruel and galling irritation. The professionalism or unprofessionalism of the situation as obviously clamors for an analysis by Vogelgesang or Bardeen as ever any case of dislocation of hip joint did for a Lorenz.

This is how it happened.

Pittsburg began to grow amazingly rich. The first city in the world in the iron industry, it became the wealthiest city per capita in America. The cost of living in it went up forty per cent. As usual, the wages of teachers were neglected. Like all Pennsylvania, Pittsburg paid its teachers poorly, and the rise in prices virtually lowered the already low wages. Thru their organization the teachers conducted a campaign of education. After two years of very hard work, a modest improvement of the salary schedules was secured, to take effect in September, 1905. *Instead of permitting this schedule to correct the depreciated salaries of all teachers alike, as has been done in other cities,* the Central Board of Education appointed a Salary Commission from the teaching and supervising force. The Board permitted this commission to exclude many teachers from this restoration of salaries to a living wage.

This was a bitter disappointment.

The Central Board of Education has unique powers in the way of raising money. The framers of the city charter put practically no restraint upon the Board of Education in this regard. It could have paid the moderate adjustments of the schedules in September, 1905, without difficulty. It would have been a popular measure with all political parties and the people at large. The *Dispatch, Telegraph, Press, Post,* and the *Times,* the German papers, the Italian, the religious and society journals advocated it. There was no paper that opposed it. Leading pastors of the Methodist, Presbyterian, Baptist, and Episcopal churches preached sermons showing the importance of the teachers' work, and the far-reaching effect it would have on the children, to pass this measure. The Board of Trade sent a memorial to the Central Board urging action; so did the Chamber of Commerce. The United American Mechanics, the Grand Army of the Republic, the Turners, the Women's Civic Club, the Women's Twentieth Century Club, and other women's organizations, the Principals' Association, the Allegheny County Institute, and the Association of Letter Carriers drafted resolutions favoring increased payment to teachers.

Seventy thousand citizens, parents, voters, and taxpayers petitioned the Board to act.

Why the Central Board declined to do this thing but entrusted its powers to a commission outside of itself is difficult to understand. It must be assumed that at some time, early in the day, some theorist with a good command of language was able to pass the Board a gold brick. They gave this Commission free hand, and it used it in a way that makes the teacher in the average city wonder.

A High-Handed Commission.

First, it evolved blanks. Trust an educational commission to do that! Each teacher was allowed to write her professional biography and to submit it. Then, in the April vacation, the Commission sprung on the teachers the notice of an examination to be held in fifteen days. Some of the teachers received less than ten days' notice. The Commission spent from April until September deliberating, and then announced its decision on the result of examinations. Then there was a sensation. Good teachers were turned down; teachers not so good were passed. The president of the Board of Education himself says so. The teachers asked for particulars. The Examining Commission refused to give any; it refused to submit the answer papers not only to members of the local school boards, or to members of the Central Board, but even to THE TEACHERS WHO WROTE THE PAPERS.

The Examining Commission was composed of a superintendent and four teaching and supervising principals. It was, therefore, in the professional sense, and in the usual phraseology of our occupation, a board of teachers, not of laymen. What I want to find out is, the professional ethics of the treatment of the Pittsburg teachers by a commission of Pittsburg teachers.

The Commission refused to hear appeals against its decision. Its stand was "the Commission has carefully considered your case; this is its decision; that is enough." May I ask what the effect of this stand toward teachers is? It is said that a teacher commonly takes this attitude towards those over whom she has authority. Very good. Those over whom a teacher has authority are children. Is a similar attitude toward teachers professional? Try it in the case of men accepted as professionals.

Suppose that a law were passed providing that only those physicians whom a board of physicians selected should be allowed to practice in certain difficult cases for which the fees were larger than the physicians now may hope for. Or, suppose a law were passed providing that only such lawyers as were selected by a commission of lawyers could appear in certain higher courts where the fees were higher. Suppose that in such case a large number of applicants were turned down after a written examination, many, in their own judgment, unjustly, what would be the professional attitude of the examining lawyers or doctors toward their fellow practitioners? I am told that the principles of professional ethics require that the examiners should open their books, re-examine a man's papers with him and assure him,in effect, that if the ratings were wrong they would be corrected.

This is what the New York examining boards do. Appeals are expected and even invited.

The New York school administration extends this invitation even to pupils. Every principal knows that the cases of successful appeals to headquarters by rejected candidates are not uncommon at all.

In its refusal to permit the rejected teachers to see their papers the Pittsburg commission of teachers took the stand that it is not necessary to treat teachers as a commission of lawyers would treat lawyers, or as physicians would treat physicians.

The Military Theory.

This is not a new stand with regard to teachers. According to some, it is the underlying American spirit toward teachers. Assume, say some men in

practice, an unquestionable dictation in all school orders. I remember the first noted educator I ever heard, old Father Pierce, away back in 1876. He was Michigan's famous systematizer. I remember his emphatic declaration that the type of school organization must be military—immediate and unquestioning obedience to orders. Has not one of the significant things about the movement of education been away from that Casabianca idea? Teachers treated like soldiers, without encouragement to think, to question, and to originate, are hardly the proper guides for young citizens of a republic who must soon think for themselves. The educational magazines give one the idea that the military type of educational management is disappearing from all except the backwoods towns where they still expect the teacher to have less to say and think than the hired girl.

It is bad enough to have any one think this about teachers, but it is peculiarly distressing to fear that our own people, the educators, are not safe from taking such a stand.

Goodness me! how are we ever going to get a respectable standing if our own family, our official papas fail to treat us respectably?

The position of the Pittsburg teachers' commission was characterized by one of the men I talked with as "paternal." Very good. The Commission said to the teacher as a parent says to a child: "This is my decision; I will not talk about it; I say so and that settles it; be quiet." This is a proper parental attitude toward children; but any parent who maintains it toward her grown daughters is a fool. It is this attitude toward teachers that makes them mere children as far as school systems are concerned. More than fifty years ago Emerson crucified this scholastic attitude and pierced it with darts of ridicule. Its persistence seems to me a swaddling band of medievalism that makes the growth of the teaching body into a respected profession the despair of your Vogelgesangs and Bardeens. If your children are childish too long look to your own style with them. How will this do for a recipe for making teachers reasonable, patient, and loyal? Viz.: Be to teachers reasonable, patient, and loyal. Assume, even beyond our present capacity, that we are reasonable. Reason with us, don't bat us. By reason and by reason only can we, and you who manage us, gain reasonableness.

The attitude of the teachers' commission of Pittsburg toward the Pittsburg teachers has been exactly that attitude that writers from Charles Lamb to Myra Kelley have selected as the typical contemptible schoolmaster style; the *ipse dixit* assumption of authority, the fear of correction, the petty mind autocratically dominating pettier minds.

In one newspaper office there is a copy of a signed statement of the Pittsburg teachers' commission issued last December, eight months after the beginning of the protests against its methods. Eight months of commissional silence had not caused the criticism to blow over. On the contrary it was becoming evident that the Commission itself would be blown over by the breath of objectors. The statement of the Commission is a queer educational document. This is how it opens:

> The Teachers' Salary Commission is gratified to believe that the Board of Education has confidence in the Commission. By declining to review the work of the Commission the Board seems to bear testimony to such confidence. The Commission believes that it ought to be independent and not required to report anything but results and that by not being required to justify any of its decisions, its likelihood of being just is more certain. It does not need to apologize or to defend itself. It believes that promotion by test is the only way to secure efficiency in a corps of city teachers.

"Among the qualities the Commission believes can be determined by test are manners, habits, love for young, tact, and loyalty to the teaching profession."

Wonderful Potency of Tests.

Please take notice, Herr Vogelgesang. There *is* a teaching profession. It is at the forks of the Ohio. Furthermore, Dr. Rice and Professor Thorndike, why need you longer deplore the absence of quantitative tests of educational efficiency? Go to Pittsburg. Here is a board of experts who can, by a test, estimate a woman's love for the young, and her loyalty to the teaching profession.

The Commission adds that, in the case of every teacher, all available information of all kinds from all reliable sources was very carefully considered.

This I found to be one of the most irritating features of the Commission's work.

"They claimed to have information about us," said teachers, "but they would not let us see it, nor tell who gave it. This is a contemptible manner of judgment to use officially against people of Anglo-Saxon blood. This is the very thing Magna Charta was gained to defeat. It has been forbidden by every bill of rights, and most of the State constitutions since this nation was born. It is medievalism, not Americanism. In this country the witness must testify openly and swear to his testimony; the Commission has assumed the right to judge us by *ex parte* statements of persons whose anonymity the Commission protects, whose statements no teacher can disprove, because she is prevented from knowing what they are. What one of us is safe from the petty prosecution of an offended principal, or the influence of a politician whose friends want our positions? This method of secret report is the acme of injustice."

No one claims that our New York system is perfect, but it has one feature that is recommended to Pittsburgers for study, namely, the provision in the City Charter that the data on which a teacher's professional status is based must be open to her inspection. From the New York point of view the stand by the Pittsburg Commission in this matter is intolerable. Thru the remarkable series of educational legislation, continuing from the earlier bills of Senator Ahearn more than a dozen years ago, the permeating principle has been the protection of the same right to a teacher in the school system that an ordinary citizen has in every-day life. It looks to me as tho the Pittsburg Commission, teachers themselves, took a stand that made the teacher worse off than an ordinary citizen in private business, and not in the public service at all.

I say this after discussing the case with the credit man, part owner of a large jobbing house. He said emphatically: "No, sir; no reputable house would make a practice of getting information about the men already in its employ in that way. Even in the case of a man alleged to be getting into gambling or fast habits, I would not keep from him the source and details of any information brought to me. Whoever uses towards his men methods he isn't willing to have used against himself is, in my opinion, not giving a square deal. Make a man stand for what he tells. Be frank and open with your men. The detective and spotter method in the management of women in a school system is the limit of the contemptible."

Venetian-Blind Methods of Investigation.

In refusing to explain how they reached their conclusions as to the worthiness or unworthiness of teachers to receive those corrected salaries which all teachers should have had merely to bring them up to the rise of prices, the Commission left a free field to rumor and gossip for devising reasons why teachers were passed or rejected.

The air of secrecy and mystery which the Commission generated around itself was hospitable to

all sorts of imaginative wraiths which made an impression on many who care for this sort of thing. I don't believe the stories that were told about the Commission's crimes, but they boomeranged around the Commission as one irreverent teacher remarks, "like a box of fireworks set off without any owners." For instance, there is nothing to show that the Commission passed teachers up or down without the labor of looking at their papers, or that each member of the Commission was allowed to pass a certain number of teachers as a personal perquisite, or that if you joined a certain Sunday school class you would be passed all right. But the one sure method of meeting these troublesome stories and of answering the editorial statements of the Pittsburg press that the Commission was damaging the schools was consistently declined by the Commission. It would not open its records.

The *Dispatch* says it put the public schools into a state of chaos. Make allowance for newspaper exaggeration, but use your own knowledge of the kind of atmosphere necessary for good teaching and see whether you do not reach the conclusion that the teaching spirit of the Pittsburg schools has been wastefully debilitated by an obstinate idea of educators, whose effort should have been to conciliate, encourage, and strengthen a company of women whose work under ordinary circumstances is hard enough, God knows. If you had a racing stable and your overseer kept your horses in a state of panic what would happen?

There is a level-headed man in Pittsburg by the name of Heinz. If you have read any of Dr. Tollman's articles on the treatment of employes you may have noticed that Heinz has fifty-seven varieties of consideration for his help over and above the usual factory style of treating operatives. Mr. Heinz doesn't pose as a philanthropist, but he thinks this kind of treatment pays in getting a better quality of preserves put up in his shops. Believe me, the Pittsburg picklers are a happier looking company than the Pittsburg teachers. There is too much of the hunted, doubted, strained feeling in the Pittsburg schools. Pittsburgers will agree that it is of as much importance to have their children in the charge of happy and contented women as it is to have their canned tomatoes entrusted to comely and cheerful girls.

Another Pittsburger, Henry Phipps, is known to be a student of the great problem of better living for working people. "Prince Charlie" Schwab's talent for electrifying large bodies of workers with loyal enthusiasm is well known; while Andrew Pittsburg Carnegie is the greatest known expert on the working spirit. Might a humble student of "which is what in education" respectfully admonish Messrs. Heinz, Phipps, Schwab, and Carnegie that the public school problem wants their kind of know-how and wants it right now?

Court Wipes Commission off the Slate.

Teachers who had been reported by the Commission as having failed in the first tests were desired to take some more. A peculiar situation developed. Even tho they wanted the $100 a year advance in wages, the teachers like the colonists in the early days, declined to take their T. Some said, "I passed once but was marked unjustly or not marked at all. If I can't find out why I failed how do I know in what specialty to improve?" Then the unfortunate idea spread that the teachers were conspiring to decline the increase and to keep out of the tests. It was said an effort would be made to punish the ringleaders who had more influence with the teachers than the Commission had. As soon as frank and open protest is threatened with punishment a more unmanageable opposition appears, the secret kind.

Mr. James W. Houston, a citizen and taxpayer, a layman, not a teacher at all, brought about the settlement of the strife. He says: "I didn't believe that it could be possible that a commission of educators could maintain the autocratic attitude that was alleged, but when I found what their stand was, that settled me. I put it up to the people we elect to pass on the actions of officials. I got the question where it belongs; into an unprejudiced court."

The teachers who constituted the Pittsburg Commission have received a humiliating rebuke. Their refusal to be reasonable with those of their own craft has been their complete undoing. The court has decided that there isn't any Commission. All their report blanks, their tests of teachers' love of children and "loyalty to the teaching profession," their days and nights of discussion and resolutions is a dream.

Set up a tablet to the Commission: "*in memoriam cujus* in memory of that which took itself too seriously. We learn to do by doing. We learned to be done ourselves by trying others to do."

But not in vain, O Pittsburg Commission, hast thou enjoyed thy brief authority. In the history of the advancement of teaching thou shalt forsooth, have place, and peradventure be recorded as an additional count in the catalog of reasons why we do not constitute a profession as set forth by Herr Heinrich Vogelgesang.

Needs of the Schools in Washington.

By Supt. WILLIAM E. CHANCELLOR.

Reply to Mr. Reynolds' Report to the President, which was published in THE SCHOOL JOURNAL last week.

While I have not the advantage of personal knowledge of the details of school work in the District of Columbia, I have made sufficient inquiries to know the natural policy and conditions. Considered, as a whole, Mr. Reynolds' statement is fair, and his recommendations are excellent. The sociological point of view adopted by Mr. Reynolds is the right one. Even the educational expert would make most of his recommendations from the same point of view. He may, however, extend his criticisms beyond civic needs to the methods of instruction and of discipline, to building construction, and to general school administration. It is easy to see from the statistics on file in this office that the school accommodations are seriously inadequate. The true remedy, I believe, is to build a number of large buildings with ample grounds about them, and in some instances, to abandon small old buildings without such grounds.

In the matter of high school attendance, contrary to the opinion of the President's commissioner, the District of Columbia is particularly fortunate, both in respect to its white high schools, and in regard to its colored. I know of no city in America with a population of over 1,000 people, with as high a percentage of high school pupils as has the city of Washington.

Settlement workers and other critics of American public education have been making a great deal, recently, of the fact that of five children entering the school at six years of age, but one will go to the high school at fifteen. But so far from criticising Washington for the actual condition, the city should be congratulated that relatively it is so good.

If, as I believe, and have frequently said in public addresses, and in printed matter, "all boys and girls should go to school from fifteen to eighteen years of age, quite as much as from six to nine years of age," which seems to be the opinion also of the President's commissioner, then we shall have to apply remedies far more extensive than those suggested in his communication. These remedies include the expenditure of much more money in education, the radical improvement of grammar school

work, the period of compulsory education advanced from the limit of fourteen years to the limit of nineteen years, the establishment of special high schools of a very different character from those now maintained, and probably the assistance of parents in supporting their children at school, in the later years, at least, of their attendance. American public opinion is not yet ready for these extensive and drastic measures.

The President's commissioner suggests that every school should have a playroom, a gymnasium, and a shower bath. I most heartily agree. But such expensive items cannot well be provided in a district that maintains the policy of building many small school buildings. I understand that most of the schools of this city contain but eight class-rooms, a few have twelve, very few have more. Let the District adopt in its city section the standard of twenty-four or thirty rooms, then it would be much less expensive to secure playgrounds, a gymnasium, and shower baths for each building. From the professional point of view it would seem that an assembly room is quite as important as playgrounds. The collection of the entire school for morning exercises produces an *esprit de corps* in the school, of immeasurable value to every pupil, and therefore to the principal and teachers engaged in the work of education there. It should be understood that in advocating baths for each school building I assume that there will be gymnastic work.

With the suggestion that the public school buildings should be utilized for evening classes and for public lectures I am most heartily in agreement. I am at a loss to understand why there are not more pupils in attendance at the evening schools of this city. The suggestion that literary societies and debating clubs should be allowed the use of school buildings at very moderate rentals is important. This suggestion also we must all cordially indorse. It is, however, conditioned by the construction, in all parts of the city, of school buildings with assembly rooms for such purposes.

With regard to the suggestion that the system of supervision in these schools is cumbersome, inefficient, and uneconomical, let me say that I have this matter under most careful consideration now. It must be understood that by the recent act of Congress there are now two school systems here. Moreover, there have been imposed upon the District two kinds of supervision, considered mechanically—horizontal supervision by means of a high school director, a grammar school director, a primary director, and vertical supervision, thru a manual training director, and various division supervisors.

The cross-sectioning of a school system by horizontal supervision is of doubtful expediency. A still worse feature of the system is the remoteness of the supervision from the class-room teachers. All my life, both as a pupil and as a school officer, I have been accustomed to a system of supervision by which every school has a supervising principal, where the number of classes exceeds twenty there should be also a supervisory head of the department. This brings the supervision immediately to the teacher. It is my purpose, as soon as I can reach the matter, to discover what the cost of the present system is, and to suggest a different system at no greater cost– a system that will utilize the services of the present supervisors, by a method somewhat of the character augmented by these comments.

It is my purpose immediately to investigate the question of how many children are out of school. From my knowledge of school statistics generally I am inclined to believe that there are at least four or five thousand children of school age, and who should be in school therefore, who are afloat on the streets. The comment of the President's commissioner to the effect that the salaries of the teachers for manual training and commercial work have now been advanced to a point where the services of the best available talent can be utilized is correct. The District of Columbia is still paying less than is market value of the services of desirable persons.

Number of Officers Inadequate.

The number of attendance officers provided by the recent legislation, namely, one for the white schools and one for the colored schools, I find to be seriously inadequate. There seems to be required two for the colored schools and three for the white, with one attendance clerk to keep the records. The salary provided—$50 per month—proves to be altogether too low to secure competent men. It would appear to me desirable that of the six persons suggested, one of the white officers should be a woman, and one of the colored officers should be a woman, but the rest should be men.

The remark by the commissioner that the entire benefit derived from the public schools by four-fifths of the children is provided by the primary and grammar grades is superficially true, but carefully considered it is not really true. The teachers of these children are furnished them by virtue of the high school and normal school courses. Moreover, the general standard of the civilization and the culture about them is produced by this higher work. A grammar school graduate may know less than a college graduate, but the presence of the college graduate in the community is nevertheless helpful to him. The commissioner again refers to the rapid decrease in attendance thru the successive grades. This is true everywhere in the world, in China as well as in America; in Berlin, as well as in Washington.

Favors More Practical Training.

With the suggestion of the commissioner that the training of the children in the elementary schools should be more practical I heartily agree. I am in favor of manual training, using the term in its largest sense, for the children of professional men as well as for the children of manual workers, and I sincerely hope that it will be possible to attain much more training in the lower grades of the schools.

The disintegration of the American home, due to the stress of poverty and ignorance in the pressure of American economic life, has, it is true, advanced very far, but, with the President's commissioner, I am inclined to believe that the poor feeding of school children is due not so much to lack of money to buy the materials for food as to lack of knowledge how to prepare suitable meals from such material. The final suggestion that it is cheaper to educate than to punish is based upon the plainest statistics. At a cost of $50 per capita it would be possible to maintain in Washington the best public schools in America. I found by investigation in New Jersey that the average cost of maintaining a criminal in the penitentiary was sixty times as much. Practically perfect buildings can be built, with ample grounds, at a cost of $200 per pupil almost anywhere. The allowance of cost for construction of penitentiaries is usually about ten times as much. The real cost of crime, however, is far greater, because crime is far more extensive in its effects than upon the criminal himself.

The District of Columbia is fortunate in that the President of the United States has taken so much interest in the work of education here. Personally, I desire to express my own gratification at this interest and at the careful and candid report which has been submitted by Commissioner Reynolds. The fact that the nation pays one-half the cost of the schools, that this is a political capital, annually visited by tens of thousands of Americans and of foreigners, certainly warrants a desire to establish here the model public schools of the country.

Medical Inspection in the Public Schools.

From a Leaflet Edited by JOSEPH LEE and MARGARET CURTIS for the Massachusetts Civic League.

The bill prepared by the Massachusetts Civic League to establish medical inspection in the common schools of the State has become a law. It provides:

I. That the school committee of every city and town shall appoint a school physician for every public school (the same physician, of course, can be assigned to several schools), and shall provide that every child who seems to be in ill health shall be promptly seen by the school physician.

II. That the sight and hearing of all children in the public schools shall be annually tested by the teachers.

No expense can be incurred by any city or town until an appropriation for the purpose has been made. The tests of sight and hearing, however, will involve no expense to the city or town inasmuch as they are to be made by the teachers, and the blanks and materials for making them are to be supplied by the State Board of Education.

Three things now remain to be done by those who are interested in seeing this most important measure made effective:

1. To interest your local school committee in the whole subject in order that it may not only cause the required inspection of sight and hearing to be made, but may have it made as carefully and effectively as possible, and may in general take advantage of the great opportunity which this bill gives for making a careful study of the physical well-being of the children under its care, to the end that the schools may not merely fill the children with knowledge (or attempt to do so in ignorance of physical defects that make the acquisition of knowledge practically impossible, with discouragement and truancy as almost inevitable results), but may turn them out strong and vigorous men and women able to take their part in the world's work.

In Boston, Fall River, Cambridge, Malden, Brookline, and Arlington, the appointing of the school physicians will (under the provision that where the Board of Health is doing it, it shall keep on), be in charge of the Board of Health and not of the school committee, and in these places it will be necessary that the Board of Health and school committee shall both be interested.

2. Work will have to be done to secure appropriation for carrying out that part of the bill which requires a doctor's visit to each child who seems in ill health. For this purpose it is necessary, in each town, that the school committee or someone else shall see that the town warrant contains the definte question whether money shall be appropriated for this specific purpose ("to carry out the provisions of Chapter 502 of the Acts of 1906," or words of the same import), and that the citizens shall vote that it be so appropriated. The first town meeting should be taken advantage of, in order that the work may begin as early as possible. In cities it will be necessary to interest the city council and secure an appropriation by them.

It is very important to observe and to point out how small an appropriation is needed. The following schedule, made from official reports, shows what the expense has actually been in cities and towns where the system has been in operation in this State. Note that in large places, where the doctor is required to make more or less regular visits at short intervals, the expense is about $25 per thousand inhabitants, but that in the two places, Milton and Andover, where the doctor comes only when he is sent for—as will probably be the practice everywhere, except in the cities and largest towns—the expense is about $11 per thousand inhabitants (barring $50 spent for inspection of sight and hearing in Milton, which under our law would be done by the teachers). The appropriation ought probably to be about three times the amount needed, so as to provide for possible epidemics.

The following summary of the cost of Medical Inspection where it now exists in Massachusetts we believe to be correct as far as it goes. The column giving cost per thousand inhabitants is merely to make comparison easier: it is not claimed that one can argue directly from one place to another on that basis.

Place	Population	Cost per Inspc'r	Total Cost	Cost per 1000 inhabita's	Remarks
Boston	595,380	$200	$10,200	$17.00	Daily inspection. Paid by Board of Health.
Cambridge	97,434	200	1,600	16.40	Daily inspection. Paid by Board of Health. ($400 for parochial schools included).
Malden	38,037	50	200	5.50	The inspectors went at this low pay to prove its use. They visit twice a week and when sent for. Under Board of Health.
Salem	37,627	?	?	?	Under School Committee.
Chelsea	37,289	.00	.00	.00	Under School Committee. 3 doctors give their time.
Waltham	26,282	200	600	22.70	Under School Committee: two or three times a week. Teachers test eyes.
Marlborough	14,073	—	200	14.20	Under School Committee.
Towns Brookline	23,436	—	about 680	—	Board of Health. Eight inspectors paid $1.00 a visit. Two or three visits weekly.
Arlington	9,668	300	300	30.00	Board of Health. Daily inspection.
Winchester	8,242	200	200	23.00	School Committee. Visits once in ten days.
Milton	7,054	—	*80	11.30	School Committee. Doctor comes when sent for. Eye and ear examination made by Director of Physical Training.
Andover	6,632	—	about 70	10.50	School Committee. Doctor comes when sent for.

* This was the cost of actual medical inspection. Milton also paid $50 for tests of sight and hearing. which under our bill would be done by teachers without extra pay.

Against the expense must be placed the saving to the community from cutting off one of the chief channels for the spread of infectious disease, especially diphtheria and scarlet fever, a saving not only in the life and health of the children, but in that of the community at large. Where the community supports a hospital it will probably save in dollars and cents, as a community, as Boston has undoubtedly done. When it has no hospital the saving will be as great, but it will be to the individual citizen in avoiding loss of work and doctor's bills.

3. Citizens in general should be interested in order to carry thru the appropriation, whether by town meeting or city council, and also in order that parents may appreciate the importance of acting upon the notices in regard to their children's health, which they will receive as a result of the inspection provided for in the bill.

This is a specially appropriate subject for women to take hold of, inasmuch as the whole effectiveness of the law will depend upon the degree of interest which the children's mothers take in it.

Besides getting medical inspection enforced, local improvement societies can do much in the way of improving the hygienic conditions in the school buildings, with especial attention to the arrangement of the light, and with further attention to such matters of great importance to the health of children

as baths, playgrounds, the proper care of clothes, and the formation of special classes for children of inferior mental power.

Methods.

In the matter of sight and hearing tests, it is provided in the law that the method of making these tests shall be prescribed by the State Board of Health and that printed directions for making them shall be distributed by the State Board of Education. The tests are to be made by the teachers, and a teacher who knows the children can test both the sight and hearing for each child in about five minutes.

As regards the visitation by school doctors, probably the best method in a city or other congested district where the schools are large, is to have the doctor call every day, or at least several times a week, and look over all the children referred to him by the teachers as seeming to be in ill health, or returning after an unexplained absence, as provided in the bill. The doctor should also, in some cases, inspect the school building. And it is very important that he should establish good relations with the teachers, should occasionally visit the rooms and take a general look at the children; and in general make the teachers feel that he is ready to be consulted. He can easily give the teachers a few points as to the recognition of the commoner and more infectious forms of disease, such as diphtheria and scarlet fever, diseases of the eyes, and also such chronic troubles as chorea (St. Vitus Dance), and anemia.

The method of sending for the doctor will, of course, vary in different towns. In some places they put up a card, as for an ice man; the commoner method is by telephone, usually thru the superintendent of schools. In places where the doctor is supposed to make a daily visit, the usual payment is $200 a year. In the places where he comes only when sent for, the payment is by the visit at whatever is the ordinary local rate, counting the whole school, however, as one patient unless the visit lasts over an hour.

Note that Section 5 provides for examination of every child "to ascertain whether he is suffering from defective sight or hearing, or *from any other disability or defect* tending to prevent his receiving the full benefit of his school work, or requiring a modification of the school work in order to prevent injury to the child, or to secure the best educational results."

This may be interpreted to include nervous weakness, anemia, bad teeth, and many other matters. Brookline has already begun the examination of children's teeth in one of the schools.

The Massachusetts Law.

The following is the complete text of the law as it stands. Acts and Resolves, 1906, Chapter 502:

AN ACT RELATIVE TO THE APPOINTMENT OF SCHOOL PHYSICIANS

Be it enacted, etc., as follows:

SECTION 1. The school committee of every city and town in the Commonwealth shall appoint one or more school physicians, shall assign one to each public school within its city or town, and shall provide them with all proper facilities for the performance of their duties as prescribed in this act; provided, however, that in cities wherein the Board of Health is already maintaining, or shall hereafter maintain substantially such medical inspection as this act requires, the Board of Health shall appoint and assign the school physician.

SECTION 2. Every school physician shall make a prompt examination and diagnosis of all children referred to him as hereinafter provided, and such further examination of teachers, janitors, and school buildings as in his opinion the protection of the health of the pupils may require.

SECTION 3. The school committee shall cause to be referred to a school physician for examination and diagnosis every child returning to school without a certificate from the Board of Health after absence on account of illness or from unknown cause; and every child in the schools under its jurisdiction who shows signs of being in ill health, or of suffering from infectious or contagious disease, unless he is at once excluded from school by the teacher; except that in case of schools in remote and isolated situations the school committee may make such other arrangements as may best carry out the purposes of this act.

SECTION 4. The school committee shall cause notice of the disease or defects, if any, from which any child is found to be suffering to be sent to his parent or guardian. Whenever a child shows symptoms of smallpox, scarlet fever, measles, chickenpox, tuberculosis, diphtheria, or influenza, tonsilitis, whooping cough, mumps, scabies, or trachoma, he shall be sent home immediately, or as soon as safe and proper conveyance can be found, and the Board of Health shall at once be notified.

SECTION 5. The school committee of every city and town shall cause every child in the public schools to be separately and carefully tested and examined at least once in every school year to ascertain whether he is suffering from defective sight or hearing, or from any other disability or defect tending to prevent his receiving the full benefit of his school work, or requiring a modification of the school work in order to prevent injury to the child, or to secure the best educational results. The tests of sight and hearing shall be made by teachers. The committee shall cause notice of any defect or disability requiring treatment to be sent to the parent or guardian of the child, and shall require a physical record of each child to be kept in such form as the State Board of Education shall prescribe.

SECTION 6. The State Board of Health shall prescribe the directions for tests of sight and hearing, and the State Board of Education shall, after consultation with the State Board of Health, prescribe and furnish to school committees suitable rules of instruction, test-cards, blanks, record books, and other useful appliances for carrying out the purposes of this act, and shall provide for pupils in the normal schools instruction and practice in the best methods of testing the sight and hearing of children. The State Board of Education may expend during the year 1906 a sum not greater than $1,500, and annually thereafter a sum not greater than $500 for the purpose of supplying the material required by this act.

SECTION 7. The expense which a city or town may incur by virtue of the authority herein vested in the school committee or Board of Health, as the case may be, shall not exceed the amount appropriated for that purpose in cities by the city council, and in towns by a town meeting. The appropriation shall precede any expenditure or any indebtedness which may be incurred under this act, and the sum appropriated shall be deemed a sufficient appropriation in the municipality where it is made. Such appropriation need not specify to what section of the act it shall apply, and may be voted as a total appropriation to be applied in carrying out the purposes of the act.

SECTION 8. This act shall take effect on the first day of September in the year 1906. (Approved June 20, 1906.)

Hood's Sarsaparilla cures radically—that is, it removes the root of disease. That's better than lopping the branches.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

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Educational Organization of the State of New York.

GENERAL RULES ADOPTED BY THE REGENTS OF THE UNIVERSITY NOW IN FORCE, ENACTED SEPTEMBER 20, 1905, AMENDED APRIL 6, 1906.

Organization.

EDUCATION DEPARTMENT.

The Education Department embraces within its jurisdiction the entire field of educational supervision and administration by the State of New York, including therein all departments of the University.

COMMISSIONER OF EDUCATION.

The Commissioner of Education is the chief executive officer of the Education Department and of the Board of Regents of the University. He shall attend all meetings of the Board of Regents, submit matters for their consideration and be free to participate in all discussions. He may, in his discretion, make or authorize suspensions of, and when in his judgment delay would be harmful or particularly undesirable he may make suitable changes in, the Regents rules relating to matters of routine and details, reporting such changes of rules to the succeeding meeting of the Regents. And, conformably to law and the established rules of the Board of Regents, he shall have full discretionary power to use, and direct the use of, means and methods necessary to carry into effect the statutes of this State relating to education.

ASSISTANT COMMISSIONERS AND CHIEFS OF DIVISIONS.

There are three Assistant Commissioners of Education who shall aid and represent the Commissioner of Education in the performance of his duties and exercise in his stead such of his functions and powers as he shall delegate to them, and exercise such authority and render such service as shall be directed by the Regents of the University. In the absence or inability to act of the Commissioner of Education, so far as the exigencies of the Department may require, any one of such Assistant commissioners may, in numerical order, act in his stead. In addition to other duties, the especial fields of labor of the Assistant Commissioners shall be as follows:

The First Assistant Commissioner shall have charge of higher education, including matters relating to universities, colleges, professional and technical schools, and to the execution of educational laws concerning the professions. He shall also have general charge of the business affairs of the State Library and of the Division of Educational Extension.

The Second Assistant Commissioner shall have charge of secondary education, including matters relating to academies, academic departments, academic schools, high schools, the training of teachers therefor, and to the State Normal College.

The Third Assistant Commissioner shall have charge of elementary education, including matters relating to all schools below the academic grade, and of the training of teachers therefor, and the general supervision of matters relating to normal schools, teachers' training schools and classes, teachers' certificates, institutes, and of the Division of School Libraries.

Subject to the direction and rules of the Board of Regents and to the direction and approval of the Commissioner of Education, the Assistant commissioners and Chiefs of Divisions in the Education Department may make suitable regulations for the administration of their respective fields of labor and divisions and the accomplishment of the purposes of the work assigned to them, including when contributory thereto the arranging of courses of study and syllabuses thereof, and the preparation and conduct or direction of examinations as tests of attainments and bases for awarding credentials.

REGENTS MEETINGS.

The annual meetings of the Regents shall be held at the Education Department in the Capitol at 11:30 A. M. on the second Thursday in December in each year. And the Chancellor is requested to call other meetings to be held in the same place and hour about once every two months, except during the months of July, August, and September. [*As amended April* 26, 1906.]

At Regents meetings the order of business shall be as follows:

1. Roll call.
2. Approval of journal of previous meeting.
3. Matters relating to the organization of the Board.
4. Communications from the Commissioner of Education.
5. Reports of committees, (*a*) standing; (*b*) special.
6. Matters on the table.
7. Miscellaneous business.
8. Adjournment.

COMMITTEES.

At each annual meeting the Chancellor shall appoint standing committees of three Regents each, as follows;

1. On charters.
2. On elementary education.
3. On secondary education.
4. On higher education.
5. On educational extension.
6. On examinations.
7. On the State Library.
8. On State science work.
9. On finance.
10. On legislation.

There shall also be a standing law committee composed of all the Regents who are members of the bar, to which shall be referred questions of legal interpretation or on which legal advice is needed. The chairman of such committee shall be designated by the Chancellor at each annual meeting of the Board.

Each committee shall meet at the time and place named by the Chancellor in any call for a meeting of the Board of Regents; and shall also meet at the time and place designated by its chairman in his call therefor, which shall also be mailed to each member at least five days prior to the appointed time.

Any other Regent present at a meeting of a committee may, upon invitation, sit therewith as a member of that session.

JOURNAL OF PROCEEDINGS.

The Commissioner of Education shall cause a complete journal of the proceedings of the Board of Regents to be kept, and, as the official record thereof, after approval by the Board, have two original copies prepared upon enduring paper from the type used in printing the approved minutes; authenticate such copies by his official signature and the seal of the University, and from time to time have accumulated copies bound in form suitable for permanent preservation. He shall also, as occasions therefor arise, likewise authenticate further copies of, or extracts from, such journal.

ACCOUNTS, MONEYS, ETC.

The Commissioner of Education shall cause accurate records of all business transactions and detailed

accounts of all moneys received and paid out on behalf of the Department to be kept in his office, and shall submit to the Board at each meeting the certificate of an authorized representative of the Comptroller that such records and accounts are properly kept and are correct, and that the balances called for, subject to his control, are on deposit with the National Commercial Bank of Albany, N. Y.

CHANCELLOR.

In intervals between Regents meetings, or in cases for which no other method is provided, the Chancellor may in his discretion appoint any committee, council, examiner, or honorary official required by law or rule or by vote of the Regents or of the University Convocation, and any special committee requested by the Commissioner of Education, and may appoint delegates for occasions where in his judgment it is proper and desirable that the University be represented.

APPOINTMENTS AND REMOVALS.

Positions in the Education Department shall be created and the salaries thereof be fixed by the concurrent action of the Commissioner of Education and the Board of Regents. Appointments thereto and removals therefrom shall, in the discretion of the Commissioner of Education, be immediately operative, but shall not continue in effect beyond the adjournment of the succeeding meeting of the Board of Regents, unless then approved by them. The Commissioner of education may, in his discretion, employ such temporary assistance as the exigencies of the Department shall require, and fix the compensation therefor.

CO-OPERATION OF DIVISIONS.

Under the discretionary direction of the Commissioner of Education, the resources of the various divisions of the Education Department shall be available for use and the services of their employes transferable in aid of the work of any division of the Department.

WORKING HOURS AND VACATIONS.

The regular working hours shall be from 9 A. M. till 5 P. M. on week days other than Saturday, when they shall end at noon. One hour, between 12 M. and 2 P. M., will be allowed for luncheon. So far as the needs of the service shall permit, regular employes will be given in each year vacations not exceeding 30 calendar days

The University Convocation.

TIME.—The University Convocation shall be held annually at the Capitol, on such days as the Chancellor and the Commissioner of Education shall determine. [*As amended April* 26, 1906.]

OBJECT.—Its object shall be to ascertain and formulate educational opinion; to make such recommendations as experience may suggest, and by the co-operation of educational forces to advance educational interests.

MEMBERSHIP.—The Convocation shall include all educational officers, teachers, and others interested in the educational well-being of the State.

OFFICERS.—The University officers shall be the permanent officers of the Convocation.

Advisory Bodies.

COUNCILS.—Convocation, college, academic, library, and medical councils of five each, to serve as advisory bodies with which the University officers may consult regarding prominent interests and classes of institutions in the University, shall be appointed by the Chancellor, one councilor each year to serve for five years. The deans of the dental, pharmacy, and veterinary medical schools shall constitute similar councils to represent respectively dental and veterinary medical interests.

Incorporation, Admission, and Registration of Educational Institutions.

ABSOLUTE CHARTER.

No educational instituition will be given an absolute charter by the Regents of the University unless it has the follow ng resources: For a college, $500,000, for a medical school, $50,000, for an academy, $5,000, for a public library, $1,000.

PROVISIONAL CHARTER.

An institution holding a provisional charter shall in all cases print the words "under provisional charter" after its name wherever it is printed by authority of the institution.

LIMITED CHARTER.

The Regents may, in their discretion, issue a limited charter to an institution which does not meet the requirements for admission to the University. An institution holding such a charter has the powers and immunities of a corporation created under general laws but is not entitled to membership in the University. Such an institution shall report annually to the Regents and be subject to their visitation.

APPLICATION.

An educational institution desiring admission to or incorporation or registration by the University must file a written application giving the information requested in the form prescribed by the Commissioner of Education. Such application must be on file in the Education Department at least 10 days before the meeting of the Regents at which action thereon is to be taken.

LIQUIDATION.

In case of the dissolution of a corporation by decree of the Regents, unless recourse shall be had to the courts therefor, its liquidation shall be conducted under the direction of the Commissioner of Education and by a procedure analogous, so far as applicable, to the provisions of title 2 of chapter 15 of the code of civil procedure.

REGISTRATION.

An institution maintaining a standard of educational work and equipment and possessing resources approved by the Regents may be registered in full or in part by the University. Foreign institutions must maintain standards and have equipment and resources at least equal to those required of similar institutions in this State. The work of students in institutions thus registered shall be accepted so far as it is equivalent to University standards and may be applied toward credentials granted by the Regents. No school in the State of New York shall be registered until its work has been examined and favorably reported by a Department inspector, nor until it has filed with the Department the annual report required of University institutions. Schools seeking registration shall be inspected only on request of their officers and on agreement to pay $20 for each annual inspection until the request is withdrawn. No institution which does not hold a certificate under seal from the University that it has been registered for the current academic year as meeting all University standards prescribed for that grade of institution shall be entitled to print the word "registered" after its corporate name.

COLLEGE DEFINED.

An institution to be ranked as a college must have at least six professors giving their entire time to college or university work, a course of four full years of college grade in liberal arts and sciences and should require for admission not less than the usual four years of academic or high school preparation, or its equivalent, in addition to the pr[illegible] academic or grammar school studies.

STOCK OR BUSINESS CORPORATIONS.

No educational institution or association incorporated or conducted as a business enterprise so that any part of its assets or income may be divided among stockholders or members, shall have University membership or share in any grant of public money or publish itself as holding its charter from or having any connection with the University except in words for the use of which it has written permission from the Regents. If subject to University supervision, it shall use the words "chartered as a stock (or business) corporation" or some other descriptive word or phrase accepted by the Regents as sufficiently indicating its proprietary character wherever the fact of its incorporation is printed. This regulation shall apply to all corporations holding limited charters from the University and also to every association or institution under University supervision not so organized that all its assets and receipts from tuition or other sources must be used solely for the benefit of the public and without profit to stockholders, officers, or teachers beyond reasonable compensation for services actually rendered.

REGISTRATION OF PUBLIC LIBRARIES.

An incorporated free public library or one controlled by an incorporated institution may, on request of its trustees and after official inspection, be registered and certified under the University seal and entitled to such privileges as are provided by sections 37, 47, and 50 of the University law.

Requirements for Admission of Secondary Schools.

GENERAL REQUIREMENTS FOR AN ACADEMIC DEPARTMENT.

(*a*) It must be in a union school.

(*b*) Approved academic instruction must be given for at least 175 days in each year.

(*c*) The school must give approved instruction in preacademic grades; provide adequate equipment and teaching force, and, in schools of high school grade, must have at least two teachers whose time, so far as needed, is given to academic work.

(*d*) There must be in regular attendance at least five academic students who hold a preliminary certificate or its accepted equivalent.

(*e*) The school must furnish suitable apparatus and reference books relating to the subjects of study.

SPECIAL REQUIREMENTS FOR THE SEVERAL GRADES OF SECONDARY SCHOOLS.

(*a*) A school of junior grade must maintain an approved one year course of study that includes English, mathematics, and science, and does not exceed the minimum prescribed for a school of middle grade, and must have apparatus worth at least $100 and a library worth not less than $200.

(*b*) A school of middle grade must maintain an approved two year course of study which includes that required for a school of junior grade and history and additional work in English and mathematics, but not exceeding the minimum prescribed for a school of senior grade. It must have apparatus worth at least $150 and a library worth not less than $300.

(*c*) A school of senior grade must maintain an approved three year course of study which includes that required for a school of middle grade and additional work in history and English, and must have apparatus worth at least $200 and a library worth not less than $400.

(*d*) A school of high school grade must maintain an approved four year course of study which includes all required for a school of senior grade and additional work in English, and must have apparatus worth at least $250 and a library worth not less than $500.

(*e*) Schools of senior and high school grade must provide sufficient laboratory facilities suitable for individual experimentation, and in all of the grades there must be a minimum of 18 recitation periods in each school week.

ENGLISH REQUIREMENTS.

To maintain approved standing and the right to share in grants from the academic fund, all secondary schools in the University must require each class, thruout its course, to have in each school week at least three recitations in English, which shall include the study of the English language and literature and practice in English composition.

ACADEMY CHANGED TO ACADEMIC DEPARTMENT.

An academy adopted or leased as the academic department of a union school may retain its membership in the University if the Board of Education request it and notify the Regents in writing that they intend to maintain at least the standards required for admission.

Apportionment for Academic Quota and Attendance, for Tuition of Nonresident Students and for Library Books and Apparatus.

GENERAL REQUIREMENTS.

No city, union free school district, or academy shall share in these apportionments unless it makes proper provision for not less than 175 days of actual academic instruction, shows an aggregate academic attendance of not less than 1,000 days for the school year, provides a school building approved by the Commissioner of Education, maintains a course of study of prescribed standard, takes the academic examinations prescribed by the Regents, and meets all other requirements. This rule shall not prohibit an apportionment for libraries on the basis of apportionments to common school districts. [*As amended April* 26, 1906.]

QUOTA AND ATTENDANCE MONEY.

No academic department shall be entitled to the quota of $100 or to any apportionment based upon the attendance of academic students for the year during which it is admitted unless its application for admission, showing that all the required conditions for admission have been met, has been filed prior to August 1 of the year during which it was admitted; or unless it is a school established by the Board of Education of a city or district already maintaining an academic department which is a member of the University. [*As amended April* 26, 1906.]

ACADEMIC STUDENTS.

Academic students counted for apportionment shall be those who have passed all preliminary or preacademic subjects or who hold credentials approved by the Commissioner of Education as the equivalent of the preliminary certificate and are enrolled in a secondary school of the University.

CONSOLIDATION.

If two schools unite, the apportionment due both for the current year shall be paid to the one, except that only one quota of $100 shall be paid. If an academy becomes the academic department of a union school by lease or adoption, the apportionment due the academy for the current year shall be paid to the union school on the report of a Department inspector that the work is satisfactorily continued, but only one quota of $100 shall be paid to any one institution in the same year.

TUITION OF NONRESIDENT STUDENTS.

No school shall be entitled to compensation from public moneys for the tuition of nonresident academic students, unless such students while under instruction—

(*a*) Resided in a district of this State which did not then contract under chapter 265 of the laws of

1903, with another district maintaining an academic department.

(*b*) Resided in a district of this State which did not then maintain an academic department.

(*c*) Were not then members of a teachers' training class or training school, for whose tuition therein the State made other provision.

(*d*) Were in attendance at least eight weeks.

(*e*) Were duly qualified for admission in the manner directed by the Commissioner of Education.

FOR BOOKS AND APPARATUS.

To obtain an apportionment from the academic fund for buying needed and suitable books or apparatus, an institution must be registered as in good standing in the University for that year and must show that twice the amount of the appropriation asked for has been actually expended for approved books or apparatus. [*As amended April* 26, 1906.]

BOOKS AND APPARATUS ALLOWED.

Standard books for reading and reference, cyclopedias when conditions warrant, pictures, and apparatus essential for the proper teaching of academic and preacademic subjects of approved courses, and, for rural school districts, approved books, geographical maps and a globe, may be included; but not unbound periodicals, professional or technical collections, series or sets of books by different authors, musical instruments, singing books or text books, furniture, fixtures, benches, machinery, chemicals, or supplies consumed in using. No duplication will be made for gifts of books or apparatus. [*As amended April* 26, 1906.]

PROTECTION AGAINST LOSS.

Every allotment for books or apparatus shall be made upon condition that in case the institution is closed, falls below the standard of admission, or for any cause is dropped from the roll of the University, then the books and apparatus bought with its apportionment and with the equal amount raised locally shall be returned to the University to be distributed to other similar institutions; or, at the option of the institution, it may return instead of the books and apparatus the total amount of money received from the University for books and apparatus.

The Manual Arts in Elementary Schools.

By DR. JAMES P. HANEY, Director of Manual Training in the New York City Schools.

[Part of Address at the Opening Exercises of the University School of Pedagogy of New York University, September 22.]

The drawing and design, the shopwork, and the various forms of construction done in the elementary schools form the manual arts. As school activities these are daily coming to play a more important part. They are no longer laughed at as fads, or sneered at as non-essentials. Medical men and school men have agreed that the child who is to grow to skilful and intelligent manhood must be given ample opportunity to use his hands in varied occupations. The approval, too, of business men and manufacturers has been given to such teaching, for these see our need for every ounce of technical skill the country can command that we may meet foreign industrial competition. The latter is now keen, and is certain in the future to become keener.

Recent years have seen the length of school life increase. The boy now spends more months in school each year, and more years in school than formerly. He is busy with school, and small opportunity is open to him to get a glance at the industrial activities about him. Local industries have been swallowed up, and trades once carried on in the open air are now in factories barred with "No admission" signs. It is only in the manual arts that the school finds it possible to give that familiarity with tools and processes once the birthright of every lad born within the sound of a mill or blacksmith's shop.

It is necessary that every elementary teacher understand the developmental and social value of the arts. The first makes for her pupil's growth —the latter becomes keen and resourceful, skilful, and ingenious, as he learns to know the use of many tools, and becomes dexterous in handling wood and metal. The second makes for his comprehension of the world in which he lives—he learns thru a study of constructive processes to see the world around him as a constructive world, and himself as one who may fill a place, after his school years, as a skilled worker.

The secret of success in teaching the arts in the elementary grades lies in the closeness of relation which can be established between the drawing, construction, and design, and the other subjects of the course of study. The drawing and making must help in the teaching of the other subjects, help in the science work, in the geography, in the arithmetic. The arts must serve to relate the school work to local interests, that household industries and local trades may be reflected in schoolroom activities. School life is then not seen as a thing apart from real life.

The arts properly taught serve to hold the boy in school. There is a fascination in their constant revelation to the pupil of his power to do still more intricate and ingenious work. Pupils who graduate from the elementary schools should have opportunity to pursue advanced constructive courses leading directly to the trades. Nine out of every ten boys who enter the elementary school must eventually make a living with their hands. It is well then for the average boy if he can early be led to see the world as one full of constructive processes, and to see his own advantage in thoro preparation for his life work.

Thousands now leave our elementary schools annually to enter the trades, where they experience the long desultory and indifferent training given to the apprentice. Many of these pupils would willingly stay in school for an additional year or two if they could then find work directly preparing them for the industrial life they desire to lead.

The future must inevitably see some form of industrial secondary school develop. This will look in no way to the destruction of the present high school system, but to the training of that great mass of pupils destined for the trades, to whom the present secondary school makes vain appeal. To hold these future workmen in school, to teach them at their most impressionable age the principles which underlie all creative effort, and to send them forward well prepared to enter their apprenticeship can mean for them nothing but good. A higher type of workmen must result from such training.

The High School Program as Determined by the Interests of the Adolescent. II.

By PRES. J. GEORGE BECHT, Clarion, (Pa.) State Normal School.

(c) *In Relation to Program.*—Briefly let us look at the program. The high school is for the youth. This fact must not be lost sight of. There are no revolutionary processes to be advocated in adjusting program and interests. Eagerness to perfect system has made us multiply machinery, to the detriment of the student.

We cannot have a special program for each individual, possibly, but there are modifications that can be made by which the slow will not be wrecked by hurry and cram, and the swift retarded and made careless; a way by which the deeply sensitive child need not be driven in upon himself, and the motor child made a hollow echo of other men's minds. Can the individuality of the child be held from violation, and the best features of the course, grade, and class system be maintained' If not, they had better go, for life is more than meat, and a thinking man more than a stunted soul or broken body. It will not stop the wheel of progress if courses are less rigidly maintained, and tastes and ambition given more consideration.

The adolescent is not interested in English, Latin, bookkeeping, stenography, mathematics, and science, if he does not feel their relation to life. The motives which keep the youth active and growing at home, out of school and in school, should be the same. Then there will be unity in the child's experience as there is not in our present processes. The unsatisfactory in life is always that which is out of visible or unintelligible relations to its surroundings.

What arrangement of the program will most effectively stimulate the student, and make him respond quickly and joyously to its demands? There is not so much a change of subjects as a change in their approach which is required, which is more and more coming to be from the side of life and of the child. The book is a means, not an end. The field covered from year to year will still be nature in one or more of her great phases; history and literature, for their ethical and esthetic bearing; language or languages, for their thought stimulation; appreciation and expression; form and number as a means of measuring and weighing the world of matter and force; and the arts to give greater power of appreciation and expression.

The teacher is not to hypnotize into learning, but to guide in a delightful road after hard things requiring effort that makes growth, and consciousness of power will be its own guerdon. A student at this stage will want to assume responsibilities, his emotional nature will bound at the privilege of doing. He should be taught to do for development's sake, rather than for a coming test, having definite ideas and thoughts on the subjects in hand, and trained in power of expression in every way that life can possibly make a demand upon him; to give his ideas in simple, terse English, by speech and writing; where possible by drawing, painting, modeling, making, if possible, or any other practical mode of expression. Form separated from thought is dead. "The letter killeth, the spirit giveth life." "Over-accuracy," says Hall, "is atrophy. Examinations do not test the deepest and best in a child. Both mental and moral acquisitions sink too deep to be reached by them, without injuring both intellect and will."

What can we do in the way of introducing subject matter in science and art, in civics, history, and literature, in language and expression, that shall have a positive value and real significance in the youth's life, representing something worthy of attainment in skill and knowledge?

We must not lose sight of the fact that this is peculiarly the age for engrafting and enlarging ideas and principles, not mere fact-getting and drill. The youth needs the laboratory, that head and hand may work together. The manual training department must be open that sensory tracts and motor tracts may co-ordinate in the plastic stages. It is criminal to neglect this, or to put this important work into the hands of incompetent or untrained management.

Physical phenomena make a strong appeal to the interests of the adolescent in his early stages, and in a way that it cannot do later. He has an eye to the objective, the mechanical, the moving, the practical. The program should plan for the empirical study of such phenomena early in the course at the "psychological moment," or we lose a vigor of interest in such phenomena that returns not again. Physical science slighted in this objective stage, or poorly taught, does not appeal to the boy's interests in the same way again.

The chemical laboratory, tho the work be crude and objective, rather than scientific at this stage, is a place of wonder-working, and the teacher, to humor the interest, will find his wisely-guided class gaining by leaps and bounds.

Physical training is too often for the best athletes, because it is a winning card for show. The physical director with this tendency, rather than a genuine desire for development of his students, shows little patience with the poorly co-ordinated child, who most needs his wise guidance and help. This is a wonderful field for holding and developing interests, and indirectly grappling with hooks of steel to almost every subject in the curriculum. In a large school not long ago the spectacle of fully one hundred boys in line against the wall in varying attitudes of idleness and inactivity during the physical culture period, while all the energy and enthusiasm of an instructor and his assistant were expended upon nine boys who were the school stars in training, was a most humiliating confession that the athletic spirit, good in itself, may defeat its own end.

The elements of doing enters so strongly into all the work of this stage that the group of historic, literary, and civic subjects may be made to get their greatest impetus from this source. History teaching has not been the prolific stimulation to high ideals to public and civic life that it should be. And the reason is not far to seek. This work in the schools has been and is meaningless and dead to the majority; in fact, out of touch with life to the youth, and recitations without thought stimulation. Ethical and civic training is best done, too, by appeal to the activities; much may be done in these subjects by way of organization. Club work, local historic research, close touch with history in the making, conducting elections, interest in and working with local civic clubs, will stimulate the adolescent as seat study and recitation can not. A social settlement for boys recently visited showed the great possibilities in this direction, of utilizing the social interest among boys from twelve to eighteen years of age, touching the historic, scientific, the literary, artistic, athletic, and social interests of its members.

The esthetic side of our school life is too pathetic to touch upon. We, as a people, have been left undeveloped in this great field of mental activity. Eliott says, "It is monstrous that the schools which

The Educational Outlook.

Philadelphia is to have systematic physical culture in the public schools. The report of the Board of Education provides for the appointment of a director of physical culture, at a salary of $2,500, and for as many assistants as may be needed, each of them to receive $1,000 a year.

The new football rules were tried in an actual game for the first time, in a contest between the Carlisle Indians and Villanova, on September 26. The game was very open and was much enjoyed by the spectators. The football experts on the side lines, however, were not enthusiastic over the results of the new methods of play. The Indians won the game with a score of six to nothing.

Mr. J. D. Sweeney, of Pittsburg, has offered to give a gold medal annually to the pupil who, in each of the five schools in his ward, makes the best showing in domestic science.

At Lawrenceburg, Tenn., a school rally took place on September 29. The exercises began with a spelling contest. The prize for the successful contestant was a fine American flag. A parade of the school children was a feature of the event.

The Women's Christian Association of Germantown, Pennsylvania, on account of the great demand for such work, is forming day classes in cooking, home nursing, gymnastics, and embroidery this fall in addition to last year's classes in millinery, dressmaking, piano, and Bible.

The papers have already recorded the death of the first victim to football this season. On September 26 the captain of the Lawrenceville team, a boy of nineteen, was thrown backward on his head while making an end run in practice, and died within an hour.

A fifteen-year-old Indian girl, tired of school, set fire to the Indian School building on the Menominee Reservation in Wisconsin. The court sentenced her to be imprisoned for life. The case was brought to the attention of President Roosevelt, who has commuted the girl's sentence to confinement in a reformatory until she is twenty-one.

Dunkirk, N. Y., began the adoption of the free text-book system in the public schools this September. The present appropriation allows for its introduction in only the lowest two or three grades, but later the system will be extended.

Miss Josephine R. Batchelder has been appointed instructor in English at Swarthemore College, vice Mary C. Lane, resigned. Since Miss Batchelder's graduation from Wellesley, in 1896, she has served as assistant in English there and at the University of Chicago, and for the last five years has taught at the State Normal School, San Diego, Cal.

In addition to its Commercial High School and Manual Training Schools, Philadelphia expects to establish a trades school before long. The school will prepare boys for actual mechanical trades. Its special feature will be its courses in shopwork. Besides teaching English, mathematics, drawing, economic history, applied science, and business organization and methods, the school will give instruction in plumbing, bricklaying, painting, pattern-making, carpentry, printing, electric construction, and metal work. It will also give evening courses in these trades.

The question of a reduction of the size of the School Board is being agitated in Orange, N. J. The Board at present has fifteen members, and is elected on a partisan basis. Members of the Civic Club urge the adoption of the Racine plan in order to divorce the schools from politics. By the Racine plan twenty-five candidates are nominated without regard to political bias. The twenty-five names are printed on the ballot, and the voter scratches out all but the seven or nine for whom he wishes to vote. Experience has generally shown seven to be the better number for the Board. In Orange a good part of the opposition to the movement comes from members of the Board who object to the prospect of losing their places.

The school census in Philadelphia shows that there are in the city 3,776 fewer children engaged in regular occupations this year than last. Superintendent Brumbaugh asserts that this proves that the compulsory education law is being well enforced.

Albert Crane, of Stamford, Conn., has given $100,000 to the Tufts Divinity School (Universalist) in memory of his father, Thomas Crane, of Quincy, Mass. The name of the school has been changed to the Crane Theological School.

Philadelphia Night Schools.

Pursuant to Dr. Brumbaugh's plans for reorganizing the night schools, the Philadelphia Board of Education has reduced the number of such schools from forty-seven to twenty-seven. This move makes it possible to increase the efficiency of the schools. Provision is made in the plans for the teaching of English to foreigners.

The Board asked for a loan of $2,000,000 for the improvement of the whole public school system in Philadelphia.

English Sun Schools.

The English have "sun schools" for vacation time. They got the idea of vacation schools from America, but according to Mrs. Van Wagonen, supervisor of drawing in the Pittsburg, Pa., public schools, they have developed the idea further than we have done here. At the school of the Passmore Edwards Settlement, the boys are taught shoemaking, carpentering, and other suitable trades, and the girls drawing, cooking, and nature study, all out in the open air just as far as possible. Besides such instruction there are classes in singing and story-telling. Gymnastic apparatus and a sandpit have been donated by the Duke of Bedford.

The pupils come to the school only half a day; they are provided with outside diversion for the rest of the time. The teachers often take the boys on swimming expeditions or go bowling with them in the parks.

The number of pupils at the school has increased from 380, four years ago, to nearly 1,000 this year. The school is in session only one month, that being all the vacation given in English common schools.

Outlook at Northwestern.

The prospects at Northwestern University are very bright. The indications at present are that the attendance at the College of Liberal Arts will be fully 950, where last year it was 913. The freshman class will probably number 400. The number of young women will be considerably larger than ever before.

The following new appointments have been made:

Professors: Arthur C. L. Brown, who comes from the University of Wisconsin to fill the place left in the English department by the departure of Professor Thorndike to Columbia University, and Dr. N. D. Harris, who has been made professor of the newly-established chair of European and diplomatic history. Professor Harris is a Yale graduate and comes to Northwestern from Lawrence University, where he was professor of history for four years.

Temporary professor: Dr. Philip Harry, a graduate of Johns Hopkins, to teach the romance languages during the absence of Professor Baillot.

Pupil Self-Government.

An interesting experiment in pupil self-government has been made in a little village school in Macon County, Mo. The account appeared in the Wilmington, Del., *News*.

The school consisted of three large rooms; in the main room the self-governing principle was carried out during all of last term. The students there made higher records in lessons and deportment than those in the two lower rooms.

The students in the self-governing class assembled around a table in a thoroly unconventional way. They elected a president and secretary and proceeded to govern themselves. Prin. MacKenzie used a phonograph to dictate problems to the class so that they should be relieved entirely of the supervision of the teacher. When the machine was set in motion, the students took the questions and worked them, discussing any difficulties just as engineers discuss obstacles to construction. The work was tabulated by the president and turned in to the principal. Parents have recognized that the movement has been successful and all the pupils of the school are working to reach the self-governing department.

In speaking of the work, Principal MacKenzie said: "In dealing with the people, whether young or old, I have observed that they are inclined to do better work just in proportion as you repose confidence in them. The students in the self-governing department would regard it almost as a crime to fall behind in their work, and not one was returned to the regular classes from failure to keep up with the studies. In this department every student is on honor. In the lower rooms children lean upon their teachers and look to them for examples as to deportment and industry. In the self-governing department, these supports are removed and the student stands alone to win or lose, in accordance with the amount of energy and faithfulness he puts in his work. The class motto of the self-governing department is: 'He can conquer who thinks he can.'"

The example of this self-governing school is to be followed this year in a number of other districts.

School for Home-Makers.

Mr. and Mrs. Carnegie have given the city of Pittsburg a school for the teaching of the home-making arts, to be known as the Margaret Morrison Carnegie School, in memory of Mr. Carnegie's mother.

Seventy-five pupils were enrolled in the charter class on the opening day. Physiology, hygiene, sewing, cooking, and industrial economics are prominent in the curriculum. In the sewing classes the girls will be taught to make their own underclothes, shirt waists and suits, and children's clothing. Afternoon classes in cooking are to be started for society girls and married women; and night trade classes will begin in October for those unable to attend day courses.

Director Hammerschlag has charge of

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the school. Miss Anna Beckwith Smith is his assistant. The faculty consists of Dr. Percival J. Eaton and Dr. Ida Stultz, physiology and personal hygiene; Miss Julia Morgan Harding, current topics and history; Samuel B. Keller, and Percy L. Reed, mathematics; Allan H. Willett, industrial economics and general history; Joseph H. James, science; Miss Florence Baldwin, free-hand drawing and English; Miss Harriet L. Merriam, mechanical drawing and design; Miss Catherine L. Mongan, hygiene.

University Convocation Program

The University Convocation, under the auspices of the Regents of the University of the State of New York, will be held at Albany, October 25-27.

The State Regents and all officers of any University department, all trustees, instructors, and other officers of institutions in the University, officers of the state associations of teachers, superintendants, school commissioners, and school boards, and others elected by the Regents, or by convocation council are ex officio members of University Convocation. Those holding similar positions in other States and all others interested in education are cordially invited to attend.

Each institution in the University is requested to send at least one delegate and to co-operate in making this meeting equal in interest and profit to any yet held.

Boards of education are urgently advised to authorize high school principals to attend the convocation and to pay their expenses thereto. It would be a warrantable public charge in view of the benefits to be obtained.

In the plan of the University Convocation for 1906 it has been determined to follow the precedent successfully established in 1905, and give the entire time of the meeting to the consideration of one general subject. The convocation program for 1906 will therefore relate to "the practical administration of school affairs in this State." There have been two full school years since the unification law went into effect, and the reorganization then made of the educational machinery of the State has been given a fair practical test. There are many important subjects to be considered in the light of this experience, and a frank discussion of policies and methods with the view of correcting defects is invited.

It is desired that the leading papers be followed by thoro discussion. Many of the leading educators of the State have been asked to participate, but there has been no preferment and all are invited to give their aid, in the hope of securing practical suggestions for the use of the Department and of the schools and colleges.

PROGRAM.

Thursday afternoon, October 25: Informal gathering at headquarters; executive session convocation council at the Education Department.

Thursday evening: Registration; Announcements, Dean James E. Russell, for convocation council; Chancellor's address, Regent St. Clair McKelway; address, A National View of Education, Hon. Elmer E. Brown, Ph.D., United States Commissioner of Education.

Friday morning: Registration; announcements, Dean James E. Russell, for convocation council; address, George E. Merrill, LL.D., President of Colgate University; address, Examinations and Academic Funds, Hon. Andrew S. Draper LL.B.,LL.D., Commissioner of Education.

Friday afternoon: Address, Problems of State Normal School Education, George K. Hawkins, M.A., D.Sc., Principal of the Plattsburg Normal School; address, Problems of Administration in Public Education, Nicholas Murray Butler, LL.D., President of Columbia University.

Friday evening: Semi-annual dinner of the Hudson River Schoolmasters Club. The members of the convocation are cordially invited to attend the dinner. Plates $1.50 per person. The speakers of the evening and their subjects will be announced later. The doors will be thrown open for the after-dinner speaking at 9:30 and all members of the convocation will be cordially welcomed. Arrangements have been made for comfortably seating the entire membership.

Saturday morning: Announcements, Dean James E. Russell, for convocation council; address, James J. Sheppard, Principal of the High School of Commerce, New York City; address, Charles D. Larkins, Principal of the Manual Training High School, New York City; address, Milton J. Fletcher, Principal of the Jamestown High School and President of the Associated Academic Principals of the State of New York.

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In and About New York City.

The Ridgewood, Stuyvesant, and East New York sections desire that a high school be established in that region. In the common schools of this part of the city there are nearly eighty-five thousand school children, with some eight thousand children graduating from the grades every year, yet there is no high school in this whole eastern district. Allied Boards of Trade suggest that the Board provide for a school giving both manual training and classical courses.

A public hearing on the question of introducing simplified spelling into the public schools will be held in New York on October 24.

One day last week a New York City undertaker's horse, while waiting to be harnessed up, stuck his head in a barrel. In attempting to back out of the barrel he backed into a parochial school on the opposite side of the street. The children fled in terror. A cry of fire from a pupil startled the whole school, and there was a pell mell rush to the street. The Italian mothers of the neighborhood sped forth to save their own, and school was dismissed for the day.

Dr. Luther H. Gulick, Director of Physical Culture in the schools of New York, addressed a general conference of kindergartners in the city on Friday, September 28. Dr. Gulick discussed the question, "In view of the fact that play is instinctive, why does it have to be taught?" A report of this address will be found in THE SCHOOL JOURNAL next week.

The People's University.

Plans have been practically completed by the public lecture bureau of the Board of Education for the nineteenth season of public lectures which begins on Monday evening, October 1. During the next three months over 500 individual lecturers will give talks to adults at 158 public schools and lecture halls. In all, 2,112 lectures will be delivered.

This season, Dr. Henry M. Leipziger, supervisor of lectures and the members of the committee on lectures and libraries of the Board of Education, have sought to make the lecture system a "Working People's University," with systematic courses, regular attendance, and collateral outside reading. Closer cooperation has been effected with many of the great educational institutions of the city, including the Society for First Aid to the Injured, American Museum of Natural History, the Committee on the Prevention of Tuberculosis, Columbia Uuiversity and the University of Chicago, the American Society for the Extension of University Teaching, and the public libraries.

Lectures will be provided in five of the new Carnegie libraries in Manhattan and Brooklyn, the libraries remaining open at the close of each lecture in order to enable the auditors to draw out books for home reading on the subject of the lecture. In all of the public library branches thruout the city, books pertaining to the lectures at the neighboring centers will be listed for the benefit of persons anxious to continue the study thru outside reading.

Advantage has been taken of the opening of new public school buildings to provide for lectures in their new and fully-equipped lecture halls. During the first months of the season no less than twelve new lecture centers will be opened. The centers are so located that residents of the city will not be far distant from at least one of them.

Of the new centers this season four will be located in Manhattan, six in Brooklyn, and one each in Bronx and Queens.

In Manhattan, the large and ha auditorium of the new DeWitt High School on Tenth Avenu Fifty-ninth Street, together wi new auditorium of Public Schoo Hester and Essex Streets, will op season for the first time. Lectu also be begun at Public School Audubon Avenue, and the Hudso Branch of the New York Public on 66 Leroy Street.

The greater number of the l will be arranged in courses, of there will be seventy-five. Each will consist of from six to twel tures given by the same lecturer, s nized authority on the subject by his course. There will be number of courses in electricity s other sciences, as it has been that they appeal particularly working people anxious for provement.

Prof. J. Newton Gray will lect "General Physics," at Institute 218 East 106th Street, and at th Side Neighborhood House on Fiftieth Street; Prof. E. R. Von roff will give a course on "Hea Mode of Motion." Electricity will be given at Public School 108th Street and Amsterdam A by W. W. Ker, of the Hebrew Te Institute, on Saturdays, at St tholomew's Lyceum Hall on East second Street, by Theodore I. Jon at Judson Memorial Hall, Wash Square South, by Prof. C. L. Harr

A course in Chemistry will be g Prof. Morris Loeb, of New Yor versity, at the Museum of Natur tory, on Saturday evenings and Samuel C. Schmucker, of the chester State Normal School of sylvania, will lecture on "Evo at Y. M. H. A. Hall, Ninety-

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Two lecture courses of particular interest are those by Prof. Charles A. Beard and Prof. Frederick Sykes, of Teachers College. The former will give twenty-eight lectures on "Modern European History," at Public School 165 on 108th Street near Amsterdam Avenue, on Wednesdays, and Professor Sykes will give a thirty lecture course on "English Literature of the Nineteenth Century" at DeWitt Clinton High School. Those persons who attend ninety per cent. of the lectures, and pass the prescribed examinations, will receive credit from both Columbia University and the Board of Education.

Librarian James Canfield, of Columbia, will give a course on "The History of Civilization"; Prof. Guy Carleton Lee one on "The Formation of the American Ideal"; and Prof. J. P. Gordy, of New York University, one on "Representative American Statesmen." The lecturers on sociology include Dr. James Walter Crook, of Amherst College, Dr. Stephen Duggan and William Guthrie, of The College of the City of New York, and Dr. W. P. Bliss, while in literature courses will be given by Prof. Adolphe Cohn and Prof. A. V. Jackson, of Columbia, Dr. Louis U. Wilkinson, of Cambridge University, England, Leslie Willis Sprague and Prof. Louis Bevier, of Rutgers College, Thomas Whitney Surette, and Miss Mari Ruef Hofer, of Teachers College, will offer a course in music, while the art lectures will be delivered by Prof. Daniel A. Huebsch, William B. Tuthill, and Alexander T. Van Laer.

A New Schoolship.

At the meeting of the Board of Education on September 26, a motion was introduced looking to a request for $300,000 for a new schoolship. The ship now in use, the *St. Marys*, is sixty-two years old, and will be before long unseaworthy. It has no auxiliary steam, so that it gives no opportunity for instructing the boys in steam or electrical engineering. The Board has asked the Government for the use of Farragut's old flagship, the *Hartford*, which at present is at Annapolis furnishing steam-power to lighters. The *Hartford* would accommodate twice as many boys as the *St. Marys*, and would be serviceable for many years. The Government, however, has refused to lend the ship. Accordingly the Board will ask for the money to build a new vessel.

The schoolship, as at present conducted, costs $50,000 a year. The number of boys in it is about seventy, each class having some thirty-five. A boy's course in the school costs the city $12.50. This means that the schoolship is the most expensive form of public education in New York. With a new ship at an annual expense of $100,000, three and a half times as many boys could be accommodated. There are only two other such schoolships in the country, the *Enterprise*, at Boston, fitted with auxiliary steam, and the *Saratoga*, at Philadelphia.

In order to solve the part-time problem the Board took steps looking toward the establishment of intermediate schools where there was call for them. An intermediate school receives children from the four upper grades from all the schools in the vicinity, thus leaving for the lower grade rooms that were only partly full before. The experiment has worked well where it has been tried on the East Side.

The Kaiser Professor at Columbia

Especial interest was lent to the opening exercises of Columbia University for its one hundred and fifty-third year by the presence of the first Kaiser Wilhelm Professor of German History and Institutions, Dr. Hermann Schumacher, of the University of Bonn. In his address Professor Schumacher compared Germany and America, the "two great nations of the earth," as he called them. He found similarities between the two peoples in their history,—both were founded by hardy and strenuous colonists. Germany was settled by a flood of Teutonic people who poured across the Elbe and dispossessed the Slavs. In like manner the Teutonic movement crossed the Atlantic and ultimately subdued and civilized North America. Twenty-five years ago German trade with America was behind that of France; to-day it is second only to England's and her imports are two and a half times those of France.

But more than in the similarities, Professor Schumacher found a bond between Germany and America in their difference. The vastness of this country has developed in us a bold enterprise that the Germans are never tired of admiring. But nature has circumscribed the Germans, and they have been driven to the development of inner wealth, to become a nation of thinkers and poets.

Professor Schumacher closed his address as follows:

"Harvard, Yale, Johns Hopkins seem to us to have taken as their model the best seats of learning in the old world, but we may regard Columbia University as the most representative of that American type which has grown up purely in response to the requirements of this new country where it is believed that not merely theoretical training should be gained, but also a concrete knowledge and practical experience of economic life."

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Here and There.

The new white marble buildings of the Harvard Medical School were dedicated with appropriate exercises September 25. In connection with the dedication ten honorary degrees were conferred by President Eliot. The architect of the buildings, Charles Allerton Coolidge, was given the degree of Doctor of Arts, and six men eminent in medicine in other countries than our own received the degree of Doctor of Laws. Dr. Abraham Jacobi, of New York City, and John Collins Warren, instructor in surgery at Harvard, were also honored with degrees.

State and University Co-operation

The State Commissioner of Health of Pennsylvania, and the pathological laboratories of the University of Pennsylvania are going to unite their interests to the common advantage. The State Health Board has never had any laboratory for investigation. Consequently it has done only the absolutely necessary work of analysis and has been compelled to pay high prices for its contracts.

Under the new arrangement, Dr. Herbert Fox, a graduate of the University of Pennsylvania, receives the State's appointment as supervisor of the laboratory. The results of his work will be equally the property of the State and the University. The State henceforth will be ready to conduct tests and analyses for physicians, water companies, local health boards, and municipal officials.

Dr. Fox, when not otherwise engaged, will assist University students in their work in bacteriology.

The Mosely Teachers.

Within the next seven months five hundred English, Irish, and Scotch school teachers are to come over to see us. The teachers will come inconspicuously in parties of five, from November to March or April, at the rate of twenty-five a week. Each teacher will stay here from two to six weeks, and will receive leave of absence from the home school with full pay.

The American end of the Mosely enterprise is to be managed by Dr. Nicholas Murray Butler, with the assistance of Superintendent Maxwell, of New York. Mr. Mosely himself will pay the steamship fare of the five hundred teachers. It is interesting and not uninstructive to learn that the round trip rate of five pounds which has been secured, is supposed to be sufficient to pay the minimum cost for food and laundry work.

The teachers' itinerary will include New York, Boston, New Haven, Philadelphia, Washington, Baltimore, Chicago, Montreal, Quebec, Ottawa, and Toronto. Probably no one teacher will visit all these places. While in this country the visitors will live in teacher families, at a cost of about one and a half dollars a day.

All sorts of teachers are coming, from primary schools and secondary schools, teachers of technical subjects and of the classics, teachers of commerce and teachers of industry; and when they are here they will devote their attention to the methods in use in their own specialties.

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Baltimore is being worried by lack of sufficient school accommodation, with its attendant part-time problem. About sixteen hundred pupils can receive schooling only three hours a day, and to make this showing the city has to eke out its school accommodations with twenty-three portable schools, attended by twelve hundred pupils. The enforcement of the new child-labor law will add to Baltimore's problems in the way of housing the children. Labor permits this year have been refused to six hundred children who have been working in the past. All together there are 3,400 children in the city for whom there are not full school-house facilities.

Many of the classes are held in rented dwelling-houses, some of them with miserable sanitary facilities, some badly situated in noisy neighborhoods, ill-lighted and ill-ventilated. The city has opened three new school buildings this fall, and six new frame portable school-houses; but it ought to have three more new schools to-day.

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Expenses of Yale University.

Yale University has paid up all its floating debt, a result of the new policy of Treasurer McClung. The treasurer's annual report shows that the gifts to the University amounted to nearly two million dollars, for the year 1906. The annual income has increased from $902,000 to $980,000, while the expenses for the past year were $918,000, a decrease of $1,000 over the previous year. This left a balance in the treasury at the end of the financial year, of $62,000, instead of a deficit of $17,000, as there had been in 1905.

Salaries for instruction have increased from $453,346 to $467,213. The total assets of the University amount to over $8,250,000, an increase of more than $800,000 for the year.

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Recent Deaths.

John Torrey Norse, at the time of his death the oldest graduate of Harvard University, died on September 20 at his home in Boston. Mr. Norse was graduated from Harvard in 1832, and was ninety-three years old.

Mills Whittlesay, of Trenton, N. J., for a number of years connected with the Lawrenceville and other schools, committed suicide by shooting himself, on September 21. The long-continued illness of his wife is supposed to have been the cause of the deed.

School Baths.

In Allegheny and Pittsburg five new kindergartens have been established this fall, under the auspices of the Free Kindergarten Association. There have been requests for six more schools, and only lack of funds prevents their establishment.

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In the matter of libraries, Northampton leads, with 138,045 volumes. Brookline, Mass., ranks second, with 63,930. Bangor, Me., comes third, with 55,152. One hundred and thirty-one of the cities report libraries of less than ten thousand volumes. Braddock, Pa., ranks first in circulation, with 187,038. Northampton is second, with 169,038.

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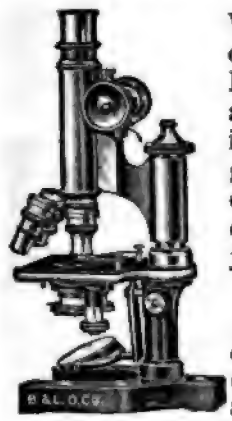

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

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OSSIAN LANG, Editor.

Illiteracy Among Teachers.

seems incredible that an illiterate person should ge to secure a position as school teacher, but sternly denies the incredibility. At the office IE SCHOOL JOURNAL there are received each more than one hundred and twenty thousand unications from teachers in every conceivable of school. I am speaking of course of the tions when I say that there are among these unications, letters and postal cards that would disgrace to a girl who has had no less than six of school life in a fairly civilized community. such exceptions should not exist.

or spelling, wretched penmanship, and exe- incorrect language are bad enough, but I t now refer to these only. There are actually ples of gross illiteracy, with the usual accom- ent of filth. The clerks are quite accustomed ing the pronoun *I* written with a small letter; nodesty no longer astonishes them. When it to receiving sheets of note paper so dirty a clean hand instinctively shrinks from them, hen being compelled to tarry over them in to decipher the meaning of the contents, dis- an no longer be concealed.

w do people, lacking so completely in culture, ossessing not even a modicum of elementary ction, ever manage to secure employment as rs?

the shame of the country be it said: It is due k of appreciation, on the part of the people, importance of the teacher's office.

shabbiness revealed by the prevailing inade- in remuneration of the teacher's services necessarily result in the employment of many ient ones, the inefficiency ranging all the way lack of professional judgment down to rank cy.

derick the Second of Prussia has been held up rn because he insisted that his non-commis- officers, many of them confirmed drunk- wanting employment, should be appointed as teachers. All protests were met by the ex- ions that they must have shelter during the ent winter days, that teaching would keep out of mischief, that being military drill- rs they would keep the children in order, and he wages paid to teachers were all they were

wages necessarily restrict one's opportuni- r self-development. The kind of people who make the most desirable teachers are looking d to occupations holding out the possibilities ome day they may have a comfortable home one mis-nomed "home" (for old ladies, in- es, etc.)—with a respectable library and a in it, and, if so it may be, a garden around it. Fifteen dollars a week does not hold out much hope. What shall we say, then, of places that pay only twelve dollars a month? And then only "when school keeps"? Or what inducement does a city position hold out, which pays, say, twelve dollars a week, and then subjects the tenant to the liability of being docked for unavoidable absence?

This whole question of teachers' wages is one that must be handled without further reticence. When people permit their children to be taught by illiterates we are confronted by a state of rottenness that must be treated in the open.

No State in our Union can afford to harbor a single teacher who lacks in the very elements of education. The communities that cannot afford to pay a fair living wage must be given support sufficient to enable them to do it.

It is time that minimum standards should be fixed by every State—a standard of qualification and a standard of remuneration. This is something worth laboring for—laboring for with all our might.

Curiosity vs. Interest.

The complaint is frequently uttered that the output of books is excessively large. The facts would seem to show that the trouble is with the demand rather than with the output. In the publication of books the United States falls behind even Russia, where illiteracy is supposed to be very high. While we print sixty per cent. of all the periodicals on earth we stand at the foot of the list in the publication of literature fit to be preserved between the covers of a book.

According to late statistics, Germany publishes 354 books to the million inhabitants; France, 344; Great Britain, Holland, Belgium, Switzerland, Austria, Italy, Sweden, and Norway follow in slightly decreasing ratio; then comes Russia with eighty-five, and last the United States with eighty-one. What a sad showing this is! In the consumption of ephemeral gossip we lead the world. In the reading of serious thought we occupy the rear seat.

Are the schools to be blamed?

One chief purpose of the school is to teach the young how to read and what to read.

The condition that confronts us is that the reading of newspapers absorbs practically all of the time which adults have for reading, aye, and more. If the newspapers were filled with the things really worth while, this condition would be deplorable enough. Even the best newspapers cannot satisfy the educational need there is for prolonged attention to a single line of thought. Clear thought is essential to intelligent citizenship in a democracy. This clear thought is developed by training in accurate reasoning. Flashes of light are no substitute for the light of day.

In a laudable desire to make school work interesting and comprehensive, we have permitted the reading of the children to become scrappy and superficial, rather than complete and intensive. Anything occupying more than five or six short pages is regarded as irksome. Continuity of thought

is not permitted to develop. Information has crowded out reflection. Curiosity has been mistaken for interest. It is curiosity that has flooded our country with newspapers.

There is no need of compelling the young to undergo *unnecessary* hardships for the sake of acquiring the discipline which comes from prolonged occupation with one subject, whether it be dissertation, problem, or story. If Scott's Ivanhoe has in it many passages which to the reader of the present day can be of no particular advantage, these may well be omitted and the story read in condensed form. The Robinson Crusoe that became famous is he who was shipwrecked and lived on an island; the rest of DeFoe's book is waste in the busy to-day.

The rule must be to give to the young the things that are truly good for them to have, provided these are not beyond their comprehension. There is, of course, the other consideration that the lesser good must yield precedence to the greater. With these fundamentals in mind the teacher cannot go far wrong.

Cultivation of the interests of children must not degenerate into a pandering to their appetites. The only interests that education has a right to consider are those that represent paths leading into the realm of truth.

The mere feeding of the appetites is a base occupation. Appetites are like horse-leeches which desire only to fill themselves and then drop off from the object that gave them suck. Interest is the seed of a tree which in its growth forces its way thru the soil to the sunlight and continues to grow higher and higher, spreading its branches and producing fruit for the nourishment and the comfort and the joy of the children of men.

Growth means struggle, and interest is the heart of growth. Struggle, then, there must be in the development of the interests. Great is the reward! The more fully the interests are developed the more one can share with his fellowmen the enjoyment of the treasures of humanity, the more effectively one may participate in the world's work, the more sources of happiness there are open to one, the nearer one draws to a right comprehension of truth.

The newspaper habit and the but little less unprofitable magazine habit are developed by the rule of the appetites. Curiosity, rather than abiding interests, guides the readers. Aside from the enormous waste of valuable time there is the slow corrosion of the strength that the interests might otherwise develop. The desire to read a book is too much dependent upon the size of the book.

Aside from thoro work at the foundation there is the further duty of teaching the young in a practical way how to read a newspaper. It would be folly to attempt to stop the reading of the day's news. But the reading of a daily paper is quite another thing. The question whether there is news enough or not does not determine the size of the paper. The logic of this alone should be sufficient to argue the need of instruction in the art of reading a paper. They must learn how to separate real news from wasteful gossip, and worthy reading from trash. With such aid as is supplied by the weekly periodical *Our Times*, the problem should not be over-difficult. A knowledge and understanding of the history of one's time is quite essential in our present civilization. Two hours a week ought to be ample for all purposes of this nature.

Strict limitation of one's news-reading to the things really worth knowing will leave ample time for the communing with the great spirits of humanity in the realms of truth and art.

The Professional and Financial Side.

Conducted by WILLIAM MCANDREW.

Chicago Salary Suit.

The suit was for salaries cut off from experienced teachers in 1900 and also for loss sustained by closing the schools one week in September, 1900, and the stoppage of the '98 schedule. The cut in salaries of experienced teachers was allowed by the court for the six months of January to June inclusive. The other claims were disallowed.

Previous to dismissing the case in the Appellate Court, the Board of Education's finance committee received an opinion from its attorneys to the effect that the Board had no power to pay any teacher who suffered a cut in salary in 1900 but who did not file a claim.

Owing to the frequent fluctuation of salaries in the years immediately before and succeeding 1900 much confusion of mind exists among many teachers, and it may assist in clearing up this confusion to present again the salary situation in those years.

In 1898 the Board adopted a schedule of salaries which added three years to the schedule of 1897 under which the maximum had been reached in the seventh year of service. Only one year of the enlarged schedule was put into effect, namely, the eighth, and all teachers who had completed seven years or more of service were put on eighth year's salary, being an increase of seventy-five dollars over the seventh year's salary.

In 1899 all advances were stopped and no teacher received a greater salary than was received in 1898. In 1900 the increase granted to experienced teachers in 1898 was cut off, but all other teachers received the regular increase, namely, all teachers who had completed less than seven years of service. In 1901 the eighth year was again added to the schedule, and in 1902 again cut off and the '98 schedule abolished. In this year two groups of salaries were established and another method required for entrance into the first group of salaries other than service and efficient teaching. The 1897 schedule was adopted for teachers of the second group of salaries.

In 1903 the entire schedule of the second group was raised fifty dollars, reaching the maximum in the seventh year of service.

Since the schedule was stationary in 1899 it follows that only those who had received the seventy-five dollar increase the previous year were in position on the schedule to suffer the cut in 1900. It therefore follows that such a teacher must have been on the eighth year's salary in 1898. Teachers whose experience would seem to entitle them to the cut but who because of the fact that the Board did not grant them the increase due them in 1899 were not included in the number who were actually cut in 1900 and therefore were not included in those who recovered under the decision of the court.

—*Teachers Federation Bulletin.*

THE SCHOOL JOURNAL

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modify the child's action when he is not conscious of you? That is the test. Do the things we are, does the example we set, go to the children by reason of our being one of their kind? If that is the case, we can teach play in such a way as to modify character.

Experiences of a Substitute Teacher

By LEONHARD FELIX FULD, B.A., M.A., LL.B., LL.M

I.

Fresh from the academic atmosphere of the university, I entered Public School No. — on October 19, 1905. I was without any experience in teaching, but determined to tackle teaching as I would any other task which might come my way. Examining my surroundings more critically, I was impressed at once by the orderly conduct of the boys as they passed up the stairs and to their rooms. There was no teacher in sight, but the boys walked on tip-toe and refrained even from whispering. The monitors attended to their duties in a most efficient manner. They knew how to handle the boys and lacked officiousness. By watching them I picked up a few points myself quickly, and had I watched them more carefully I might have learned more. The good discipline of the school gave me courage too, because altho without experience as a teacher, I knew from my own school days that boys in a well-disciplined school are not inclined to misbehave even for a substitute, like boys in a poorly disciplined school.

Ten minutes before the opening of the day's exercises, the principal appeared, and with a few words of kindly greeting escorted me to my class—a class of seventh year boys. The principal, in introducing me to the class, told the boys that I was a classmate of their teacher at the university, and had come to teach them for the day so that they might not lose any work. In a whisper he added to me that if I desired any assistance I should feel free to call upon him. He then passed out of the room and I was left face to face with my first class. Hastily glancing over the course of study, I determined to begin with arithmetic. The class was in perfect order and I had no difficulty in going thru the lesson. Mental problems came first and then I had the boys work examples on the board. Everything was going along splendidly and I was already beginning to congratulate myself on my ability as a teacher, when on the completion of the arithmetic lesson I turned to oral spelling. This was my first error in tactics.

I determined to have a spelling match and began to take the class in sections, with a view to having a final match between the leaders of the various sections. I was then ignorant of the fact that the boys had been testing me during the arithmetic lesson, and had already formed their estimate of my ability. It is sufficient to say that the spelling match was a failure. In the first place the heat of competition excited the boys and an inexperienced teacher naturally found difficulty in checking their enthusiasm. Then, too, the order of the class was disturbed when the boys began to rise in their seats for the purpose of reciting. A little whispering began also at this time, and not being checked at once, grew in volume. At eleven o'clock, when the principal came to the room, the class was in disorder.

With a few sharp words of command, the principal restored order. Then picking out with his trained eye the two ringleaders, he transferred them at once to the next lower class. He emphasized the fact that this transfer would be permanent and not temporary, and that a few minutes of fun was dearly bought when it cost a boy the loss of six months' time. When the principal left the room, saying that he would transfer any other boys who might give trouble, the class was again in good order, and a lesson in civics intensely absorbed their whole attention during the rest of the morning. The principal was considerate enough to supervise the dismissal of the class himself.

During the lunch hour I pondered over the morning's experiences, and came to the conclusion that I had treated the boys too courteously. I came to the further conclusion that I had paid too much attention to the giving of instruction and too little attention to the maintenance of discipline. I determined to remedy both of these defects in the afternoon. Assuming the grimace of a dyspeptic cynic, I kept the class under full control during the entire afternoon. Every attempt at whispering was put down at once with a scowl and an angry reprimand. The slightest trace of insubordination was quickly cowed by the mention of the principal's name. The steady stream of boys who paraded to the toilet in the morning was peremptorily checked by informing the class that all those who felt compelled to leave the room would be required to report to the principal for permission. The subject of instruction during the afternoon was English grammar, but in teaching I subordinated the giving of instruction to the maintenance of discipline. The grammar served to keep the boys' minds occupied and that was my principal object during the afternoon, altho of course I sought to impart as much instruction as was practicable.

Fifteen minutes before the close of the day's exercises, the principal again came to the room. This time he found the class in good order, altho the order was by no means perfect. The principal gave a model lesson in English grammar and I watched him with the utmost interest. Never having had the advantage of a normal course, with its accessories of the observation of model teaching and the performance of practice teaching, I felt that I could get my most valuable experience of the day by observing critically this model teaching. And I certainly derived much benefit from this observation. Without going into details, I shall mention simply the two most important points which I observed. The teaching was very strenuous and the strenuous character of the teaching not only held the boys' interest, but it also impressed the principles taught indelibly on their minds. The impairment of the discipline resulting from the fact that the boys raised their hands when they had formulated their answers, was very neatly checked by the principal. He had the boys sit up straight when they were ready to answer and thus a circumstance which generally tends to lower the discipline of the class was made to improve it.

At the close of the day I asked the principal to criticise my day's work. I consider it to be the duty of every officer and employe to ask his administrative superior at regular intervals for suggestions as to the improvement of his work. If the administrative superior gives such criticisms of his own volition they appear harsh and unkindly, while if the subordinate asks for suggestions, it renders the criticism more pleasant to the one criticised as well as to the one criticising. The principal's criticism was simply: "You lack force." This was expressing with kindness and consideration what any boy in the class would have expressed in the words, "He's soft."

Looking at my experience now with proper perspective, I think I can formulate one rule which will guide me in my future pedagogical ventures. To manage a class of boys you must treat every member of the class as your enemy until you have conquered him. Be just and kind always, but you must, above all else, be firm. The use of too much courtesy will give you the reputation of being "soft,"

and the world has no use for the "soft" man or woman, either in school or outside. After you have conquered your class and brought it under absolute control, you can humor it a little with acts of kindness or flattery, but until the mastery has been accomplished, all kindness is suicidal.

One word more and I am done. It is an ancient custom in the schools which makes boys misbehave for the substitute teacher. They know by intuition that the inexperience and short tenure of office of the substitute combine to make it difficult for him to get along and easy for them to defy him. Where the principal is incompetent or unwilling to assist the substitute, the position of the latter is uncomfortable, if not desperate. The giving of instruction is out of the question in such a case, and lucky is the substitute who can pass the day without witnessing a general outbreak in his class. But if a substitute enters a well-disciplined school and has the actual, as well as the moral, support of an efficient principal, who is loved by the majority of the boys and feared by the wrongdoers, as was my good fortune on October 19, 1905, he has at least the satisfaction of knowing that his success or failure depends entirely on his own possession or lack of ability and experience.

Medical Inspection in the Bay State.

By FREDERICK W. COBURN, Boston.

An admirable educational departure, unquestionably, is the enforcement in Massachusetts this fall, for the first time, of new laws requiring respectively a system of annual tests of school children's sight and hearing and regular medical inspection of every public school within the borders of the Commonwealth. Each of these regulations represents a great advance. Each should help to put Massachusetts in the forefront. Vermont is at present the only other State requiring annual tests for sight and hearing, tho Connecticut has a law providing for such examination once in three years. No other State, so far as I know, prescribes medical inspection in all the communities thruout its length and breadth.

The new regulations, it is true, are not so drastic as they may become later on—after the citizenship has been better educated to appreciate the value of the co-operation of physician and pedagog. Considerations of expense are serious in the tax-burdened communities of the Bay State. No costly innovation can be even proposed at the present time. Consequently the prescription for inspecting has been made mild. There may even be loopholes that admit of perfunctory compliance with its provisions. The sight and hearing tests, for example, are to be supplied by the teachers themselves, in accordance with instructions sent out from Beacon Hill. Such examinations, conducted by amateurs, might appear to be likely to be less searching and thoro than if administered by trained specialists. Again, altho medical inspection of every school in the State is demanded, there is no provision requiring a city or town to appropriate money for the purpose. The authorities simply must get the work done. If by volunteers from among local physicians, well and good, no doubt. If by payment of fees so small as to be a negligible quantity in the annual budget, still well and good. No fixed proportion of the tax levied for public education has to be devoted to this duty of inspection.

Under so tentative provisions ideal medical inspection may perhaps not prevail as yet. Not every community, it may be, will live up to the spirit as well as the letter of the law. Enlightened self-interest cannot be entrusted to accomplish everything. Yet a beginning has been made, on a reasonably large scale, in the solution of the most vital problem with which the pedagogy of the first half of the twentieth century has to grapple.

For this, unless all signs fail, is the next thing in the order of progress. The subject matter and the methods of education are tolerably well developed. They have, in fact, as every practical teacher knows, run ahead of the clientele of the profession. Both the seed and the method of planting it are well understood; improvement of the soil is the next step. Professional standards can be attained—if only humanity can be standardized. After normal schools, normal people bids fair to be the educational cry of the future.

The need of leadership in this direction in Massachusetts, a State dependent for prosperity entirely upon the physical and moral qualities of its population, and not at all upon its natural resources, is obvious. At this time, when industrial establishments are working as long as the law allows, and everybody who is at all competent has employment, we have in Yankeeland no considerable problem of unbreakfasted children; there is only the more serious problem of the young people who go to school morning after morning heavy from a breakfast of strong coffee, hot bread, indigestible griddle cakes, and fried leather (alias beefsteak)—the patent and potent cause of our national dyspepsia, our nervousness, our failure alike to perpetuate our kind and to realize the best opportunities of living amidst the finest natural advantages of soil and climate to be found in the world anywhere. Note the children—as I note every working morning—pouring into the well-equipped schools of a Boston wealthy suburb, and you must comment on the lack, in a large proportion, of the evidences of physical robustness and mental alertness. Once we supposed that the differences in fitness of individuals of the human kind were fatalistically determined. The anemic, the tuberculous, the mentally deficient, were always to be with us—because they were born so. Now we are aware that physician, surgeon, and dentist may, if given opportunity, mitigate many of the evils of inheritance and immeasurably bring up the average of the vitality of the crowds of children trooping to their lessons morning and afternoon. We are becoming conscious of the long sinning of our nation and race. The pinched and pasty faces of the children, connote for the most part no predestination, but simply years of injudicious feeding, of sleeping in unventilated or only partially ventilated rooms, of nervous wear and tear prevailing in middle class and lower-class homes. We attack disease, but too many of us continue to eat doughnuts. The epidemics of diphtheria, measles, and scarlet fever, which every now and then run riot in our schools, would hardly get started if the power of resistance of the average child were increased several degrees as it might easily be increased—with attendant lessening of the difficulties of teaching.

The fact is, a new conception of the physician's duty toward the community is imminent. Not simply for curing or even for preventing disease is he to be compensated for his time and skill, but for studying and promoting in every way possible the physical and mental welfare of the group of individuals in his charge, building up their general tone, attacking the causes of depression and listlessness, enhancing the working capacity, affirming the right to live in lieu of merely existing. The high priest, he, of the social organization of the future, one of whose prime duties will be to assist in the development of the young child whom he will deliver to the teachers day by day in best possible condition to respond, to learn, and to grow.

To those of us who foresee such a medical supervision, coextensive with the daily life of the entire

population, infant and adult, the Massachusetts plan must appear to be at least an encouraging start. These things cannot be brought about all at once. An interesting part of the propaganda is the pamphlet of practical instruction which has been issued from the Massachusetts Civic League in the name of Joseph Lee, promoter of many good movements and father of this legislation. The pamphlet is filled with facts designed to encourage citizens to vote for large enough appropriation to insure proper support of the medical inspection law. Local friends are urged to keep watch over the town meeting warrants and to make certain that the subject is named in the list of appropriations. The expense, it is said, should average about $25 per 1,000 people in large places, where the physician must make more or less regular visits at short intervals, but in the smaller townships the cost may be materially less and still good work be done. In any case, the expense is directly offset by the gain to the town thru prevention of the spread of infectious diseases. It is estimated that where the community is large enough to support a regular city hospital, the new law will result in a very considerable money saving.

As an assistance in enforcement of the sight and hearing tests, Dr. Charles Harrington, Secretary of the State Board of Health, has prepared directions in accordance with which the grade teachers will be able, it is believed, efficiently to administer the examination. This plan is likely to be of great general interest to readers of THE SCHOOL JOURNAL and may, therefore, be stated in full.

The sight tests will be made by means of cards with letters of different sizes, which are to be read by the children, one eye being covered when the test of the other is made. Over each set of letters is indicated the number of feet at which they should be read by a child of normal vision, whether twenty, thirty, forty, or fifty. The system gives a mathematical way of expressing the relative amount of deficiency. If a size of a letter which should be read at forty feet has to be brought to twenty feet, then the vision is half normal. But if the child can read at thirty feet what normal sight cannot see beyond twenty feet, then there is one-half better than normal. By bringing the card close to the two eyes to the point where the letters become confused in outline, there is found the focusing power of the eyes. This test should not continue over a few seconds. Whenever there is a defective vision, the teacher must notify the parents and also the school committee or the Board of Education.

In the matter of hearing, Dr. Harrington says that the best tests can be made by whispers, and that system should be used with the scholars. According to the statement in the directions, an ordinary whisper can be heard twenty-five feet by a child with normal powers, a low voice can be heard thirty-five to forty-five feet. The test words used will be the numbers from one to one hundred, and short sentences. Only one child will be in the room at the examination. It is recommended that the room be twenty-five or thirty feet long with the floor marked with foot squares, so that the distances can be read quickly. One person should examine the entire school in order that the tests may be as nearly as possible the same for each scholar, and it is recommended that a familiar teacher, with normal hearing herself, be the one to make the test. This will put the children most at ease, make the conditions for the experiment most favorable, and secure more accuracy of result.

Medical Inspection in the Public Schools.

By JOSEPH LEE and MARGARET CURTIS.

(Continued from page 268, THE SCHOOL JOURNAL for October 6.)

Detection of Acute Disease.

There is a mass of evidence showing conclusively the following things:

1. That the schools are a principal means of disseminating disease thuout the community.
2. (One of the reasons why the above is true). That children go to school with light cases of measles, scarlet fever, and diphtheria, and return to school while still in a condition to transmit disease.
3. That medical inspection can largely prevent the dissemination of disease in the schools.
4. That children also go to school while suffering from severe non-contagious diseases, and can be greatly benefited by medical inspection resulting in notification of parents in such cases.

The following extracts, tho but a very small part of the testimony, seem fairly conclusive, and may be useful for purposes of agitation:

At the hearing before the Senate Committee on Ways and Means, Dr. Charles Harrington, Secretary of the State Board of Health, testified:

That the schools, in city and country alike, are a prolific source of the spread of infectious disease, owing to the fact that children often attend school while suffering from such disease, especially diphtheria, measles, and scarlet fever. They are especially likely to attend during the earlier stages of diphtheria and during the late but peculiarly infectious stage of scarlet fever. Medical inspection in the schools will greatly reduce this danger, not only to the children, but to the community at large.

Dr. Samuel H. Durgin, Chairman of the Boston Board of Health, to whom America owes the first introduction of medical inspection in the public schools, testified both at the hearing before the Committee on Education, and at that before the Senate Committee on Ways and Means in substance, as follows:

That the medical inspection in the public schools of Boston, introduced by him in 1894, has resulted in materially checking infectious disease. Dr. Durgin explained in detail the method by which cases of infectious disease are followed up, other members of the family who have been exposed being prevented from attending other schools, and the medical inspection in the schools resulting in finding many cases that would otherwise have escaped the notice of the Board of Health. Since this system was introduced in Boston diphtheria has fallen off about two-thirds, and scarlet fever about five-sixths. In the case of diphtheria anti-toxin has, of course, played the leading part. In the case of scarlet fever the starting of the new infectious ward at the City Hospital has had an important effect. But in both cases medical inspection in the schools has also been important, as shown by the fact that before the inspection began, some diseases—such as diphtheria for instance—were more common during the school term than during vacation, but that after the inspection was introduced they were less common during the school term than during vacation. Dr. Durgin gave it as his opinion that the saving at the City Hospital from cases of scarlet fever alone had more than paid the entire cost of inspection.

Dr. Durgin further testified that, important as this matter of contagious disease is, it is not the most important matter connected with medical inspection. Only 16 per cent. of the children sent home from the

Boston schools in 1904 were suffering from infectious disease. The others were cases of disease that were not contagious, but that were serious enough to require the child to be sent home in order to preserve his health.

Dr. William T. Harris, United States Commissioner of Education, in an annual report, makes a strong plea for the enactment of a national law requiring medical inspection of schools. He indicates the beneficent results arising from State legislation, and shows that the list of so-called "school diseases" is so large, and in some instances so dangerous, that Congress ought to act in the matter. "It is essential" he says, "that the school and health authorities be alert to the fact that the school, in the nature of the case, is the most certain center of infection ever established in the community. Careless and ignorant parents allow their children to come to school while they are yet in a condition to communicate disease to others. The need of medical inspection of schools can be clearly seen by the study of the fact just stated."

Secretary's Report, by George H. Martin, in the Sixty-ninth Annual Report of the Massachusetts Board of Education, 1904–1905, p. 137.

It has been shown over and over again that frequent and thoro inspection for the detection of contagious diseases is of the highest value in preserving the public health.

It has been shown with convincing force that thousands of school children are failing to make adequate use of school privileges because of physical infirmities of one sort or another.

Precautions used by the New York City Department of Health to Prevent the Spread of Contagious Disease in the Schools of the City, by Thomas Darlington, M.D., Commissioner of Health of New York City, reprinted from *The Medical News*, January 21, 1905, pp. 1–2, 5.

The condition which led to the adoption of medical inspection of schools was the frequent epidemics of measles, scarlet fever, and diphtheria among the school children, sometimes of so great a degree as to necessitate the closing of an entire school.

During the month of October, 1896, an inspector of the department was assigned to investigate the part that the aggregation of children in the schools of the city played in the spread of contagious disease. The result of this investigation showed that a great number of these absent children were sick with contagious disease, and were directly infected in the school-rooms, where conditions were favorable to infection, viz.: heat, stuffiness, overcrowding, and the presence of contagion. Children continued to attend school while some members of the family was at home sick with contagious disease.

In cases of diphtheria, the child attending school might have been a little sick, but not sufficiently ill to cause prostration; after a day or two at home it would return to school with slight sore throat, and when it was examined at the school and a culture taken from the throat, the bacteriological examination would show the presence of Klebs-Loffler bacilli. So also in cases of scarlet fever; cases would return to school desquamating after an absence of one or two weeks; it is related that one child amused himself and schoolmates by peeling the skin off his hands and passing it about the class-room for inspection. In such cases and in children's homes, numbers of cases of the disease were found to have developed directly traceable to schools.*

The presence of a medical inspector in the schools each day was a source of great reliance to the principals and teachers; whereas, before the advent of the medical inspector, a number of cases of doubtful nature would be allowed to continue in the class; these cases were now sent for diagnosis to the medical inspector, who always gave the school the benefit of the doubt by excluding any case suspected of having any contagious disease.

*Note importance of the provision in our new law that cases returning after absence for unknown cause shall be examined.

The number of cases sent home by the medical inspectors of Boston in 1903–4, was 3,259.

The number excluded from the New York schools in 1905 was 6,341. (A great many treated in school.)

"Medical Inspection of Schools," by H. Lincoln Chase, M.D., from The *Chronicle*, Brookline, Mass., May 25, 1901.

It is generally admitted that it is thru schools more than in any other way that children are exposed to the more common infectious diseases.

Besides those children who must be excluded from school for the benefit of others, there are a number who suffer from non-contagious, tho perhaps severe and disabling diseases, or who are mentally or physically below the normal standard.

Among the good results of the inspections there has been noticed an improvement in the cleanliness of some of the children, and greater neatness and cleanliness of their clothing, thus simplifying the problem of school-room ventilation, tho we have not yet put shower baths into the basements of our new school building, as Boston and some other cities have wisely done.

Still another result noticed after the beginning of school inspection is that many of the less careful parents now keep at home any child found at all ill, a benefit not only to the children at school, if the illness proves to be contagious, but in any event a benefit to the sick child.

Another important advantage secured by the inspections is that parents and teachers have come to know that as a result of the systematic search, with cultures or otherwise, for light or undetected cases of contagious diseases, with disinfection with formaldehyde when necessary, it is safe for the children to continue in school in time of threatened or actual epidemic. As a consequence, during the school year just ending, tho diphtheria was unusually prevalent in the town (as well as in all surrounding towns), not a school, nor even a single room had to be closed for a single day, either by order of the authorities, or thru apprehension of parents.

"Personal Cleanliness and the Prevention of Disease," by H. Lincoln Chase, M.D., Agent, Board of Health, Brookline, September, 1905.

It is known that children who are very slightly ill, or even not ill at all, may be infected with a dangerous communicable disease. Such children often mingle freely with others, and are, according to our present knowledge, the most frequent cause of the spread among children of infectious diseases. All teachers should know the fact, that light cases of these diseases not infrequently cause severe and even fatal cases. If communication between mouth and mouth can be prevented, it is believed that communicable disease can be very considerably diminished. The schools are certainly proper places for inculcating that personal neatness and personal cleanliness which would forbid the passage directly or indirectly from mouth to mouth of any article.

"The Work of a Village Education Association," by D. C. Heath, 1902, pp. 27 and 28.

And can you think of anything more important than daily medical inspection of the schools to prevent the spread of infectious diseases. and to save lives and health and even money by obviating the necessity of closing the schools for long periods? I cannot, and therefore this is the first thing our association has taken up, and with satisfactory results.

Of course this is a thing more needed and perhaps more easily managed in cities than in villages, and yet I do not see why a village should not delegate to one, or some, of its physicians the duty of calling at the school building in the morning for the purpose of examining any children that the teacher thinks may be coming down with some disease which is likely to be communicated to the rest of the children. It takes but a few minutes of the doctor's time, and therefore the cost is very slight.

"Annual Report of the School Committee of the City of New Bedford," together with the Superintendent's Annual Report for the year 1904, pp. 166–167–168.

Besides the aid that the inspectors gave to the teachers in cases of contagious diseases of all kinds, they rendered valuable service in discovering functional diseases and other abnormal conditions of children. I believe in medical inspection. It is a logical outcome of compulsory education. I would go even farther and say that the welfare of the schools demand it.

"Report of the Newton Education Association," 1902–03, pp. 8–9. We quote the following from the last report of the city's Board of Health:

It is estimated that the whole cost of applying this system of school inspection to Newton, including salaries of inspectors, printing, etc., would not be more than $2,500 per year, certainly a small sum to pay out when we consider the great advantage to be gained in the increased protection from contagious disease, and the diminished interruption of the school work due to epidemics which cause closing of the schools.

It is believed that in the end the expense to the city would be less than under the present system. (No regular inspector.)

The cost to the city for caring for contagious cases at the hospital is very large, and undoubtedly this would be reduced under the proposed plan. Even should there be no marked reduction in the number of cases sent at first, still they would come under control and treatment earlier, and in some diseases this would mean a reduction in the length of stay at the hospital.

Besides the actual money outlay in every case of contagious disease we must take into account the loss to the individual due to quarantine and possible cessation of wages from being kept away from work. With persons who rely on daily wages for their support, this may make the difference between independence and pauperism.

To show how infectious diseases prevail much more when the schools are in session, we quote the following from the same report:

With the closing of the schools the number of cases (of diphtheria) fell materially, being five in July and seven in August. When the schools opened again the number quickly rose, being thirty-six in September and forty-six in October. . . .

This increase in the number of cases reported during the months when the schools are open is very interesting, and can be shown to take place almost every year . . . which is a strong argument in favor of the proposed system of school inspection.

The School Committee in its last report says:

It seems reasonably sure that something will be done towards the accomplishment of this most important object beyond our present system of inspection at the beginning of each term. An epidemic of diphtheria in the Franklin School last year resulted in many distressing cases of sickness and some deaths. Patrons of the public schools have a right to demand that such cases be reduced to a minimum. Daily medical inspection is the greatest possible protection against such evils.

"Report of the Committee on School Hygiene of the Worcester Public Education Association," 1906, pp. 6–8.

Extensive studies indicate that over 90 per cent. of the deaths from contagious diseases such as diphtheria, scarlet fever, whooping cough, and measles, occur before the age of ten.

Contrary to popular opinion, there is great mortality from measles when this occurs in the early years of life and among the children of the poorer classes. Extensive statistics collected in the city of Munich showed that the mortality from this disease between the second and fifth year, was 4.55 per cent., while from the sixth to the tenth year it was only .04 per cent. These figures would indicate that if an epidemic occurs in the kindergarten period, the deaths are likely to be forty in 1,000; whereas, if the epidemic can be postponed until the primary school period, only four in 1,000 will die.

Dr. Meder, in Germany, in a study of many thousand cases extending over a period of from fifteen to twenty years has found similar, altho not as great, differences in the mortality from diphtheria, scarlet fever, and whooping cough, as well as measles, between the early and the later grades.

For the detection and proper control of tuberculosis in school children skilled medical inspection is necessary.

Educational Organization of the State of New York.

(Concluded.)

Allotment of Public Library Appropriations.

CONDITIONS.

A free public circulating library maintaining the required standard and registered by the University may receive annually, so far as the fund permits, an allotment equal to the amount of money raised from other sources. In no case shall an allotment exce d $200, nor shall one be made for less than $5. Allotments may be made to a branch library containing not less than 1,000 volumes after it has been inspected and registered, and to a public reference library devoted to general or to technical subjects of interest to a considerable part of the population in its immediate vicinity.

USE OF MONEY.

The State allotment and the local equivalent must be spent for approved books, serials, and first binding. It can not be used for repairs or for rebinding worn books. New libraries or those reorganizing and needing to use part of this money for cataloging, printing, or library supplies may do so when the written permission of the Commissioner of Education has been obtained in advance. A report of the expenditure of library money must be submitted in the prescribed form. So far as applicable, rule 37 shall apply to libraries.

Degrees and Diplomas.

DIPLOMAS.

No diploma shall be conferred which does not represent four years or their equivalent of work of a grade above the elementary or grammar school.

DEGREE-CONFERRING POWER.

No charter hereafter granted shall authorize any institution to confer any honorary degree, or any degree on examination without residence, or any degree on lower requirements than those fixed by the University as the minimum for that degree.

HONORARY DEGREES.

The bachelor's degree in arts, philosophy, science, and literature, and the doctor's degree in philosophy shall not be conferred by the University or by any institution in this State *causa honoris*.

DEGREES IN ABSENTIA.

No degree shall be conferred in this State on examination without completion of a prescribed

course in which one year at least has been taken in regular attendance on the usual exercises of a teaching institution registered for that degree.

PROFESSIONAL AND TECHNICAL SCHOOLS.

No professional or technical school in this State shall confer any honorary degree, nor shall it confer any degree on examination except for completing its course of study in subjects for which the school is registered by the University as having equipment, faculty, and course of instruction not below its established minimum.

PRELIMINARY EDUCATION REQUIRED.

No degree shall be conferred for completion of a course of study or on examination, unless the candidate has a preliminary general education of at least a four year high school course or its equivalent, as determined by the University rules. Satisfactory evidence of such preliminary education must be offered before beginning the course of study for the degree and any deficiencies (which must not exceed three academic subjects), must be made up within one year.

STATE DEGREES.

The B. A. degree will not be conferred on a candidate from an institution which looks to the University for the conferring of such degree, unless the candidate has completed a standard college course approved by the Commissioner of Education and the Regents of the University.

LL.B.

No candidate shall receive the University degree of LL.B. unless, in addition to passing the required examinations in law for admission to the bar of this State, or others accepted by the University as fully equivalent, he has filed satisfactory evidence that after having completed a general education equivalent to that required for the Regents academic diploma, he has taken to the satisfaction of the faculty not less than a three year course in one or more law schools registered by the University as maintaining a satisfactory standard.

LL.M.

The University degree of LL.M. shall be conferred only after one year's graduate study subsequent to receiving the degree of LL.B., and only on candidates who have taken to the satisfaction of the faculty not less than a four year course in one or more law schools registered by the University as maintaining a satisfactory standard.

UNIVERSITY HONORARY DEGREES.

No honorary degree shall be conferred by the University, except by unanimous vote by ballot at a regular meeting on a candidate recommended therefor by a previous Regents meeting and whose name with the proposed degree was communicated to each Regent in the call for the meeting at which final action is taken.

DIPLOMAS FOR UNIVERSITY DEGREES.

The conferring of any degree by vote of the Regents of the University shall be certified by a parchment under seal bearing the signatures of the Chancellor and the Commissioner of Education and shall be completed by its delivery to the candidate.

REGISTERED DEGREES.

The following symbols of degrees shall have the protection accorded to the University degrees, as provided in section 33 of the University law, as amended by chapter 859, section 4 of the laws of 1895.

B.A. or A.B.	Arts	B.M. or B.Med.	Medicine
M.A. or A.M.		M.D.	
Ph.B.	Philosophy	B.D.S.	Dentistry
Ph.M.		M.D.S.	
Ph.D.		D.D.S.	
B.S. or B.Sc.	Science	B.V.S.	Veterinary surgery
M.S. or M.Sc.		D.V.S.	
D.Sc.			
B.L.	Literature	Ped.B.	Pedagogy
M.L.		Ped.D.	
L.H.D.			
D.Lit. or Lit.D.			
B.D.	Theology	B.L.S.	Librarianship
D.D or S.T.D.		M.L.S.	
		D.L.S.	
L.L.B.	Law	Mus.B. or Mus. Bach.	Music
L.L.M.			
L.L.D.		Mus.D. or Mus. Doc.	
D.C.L.			

FEES FOR UNIVERSITY DEGREES AND CERTIFICATES.

Unless otherwise provided, the fee charged each candidate who takes an examination for a University degree shall be $5 for a degree in theology, $5 dollars in arts and science, $10 in law, $25 in medicine, $25 in dentistry, $10 in veterinary surgery, and $25 for a certificate as a certified public accountant.

Miscellaneous Provisions.

ANNUAL REPORTS.

Each institution in the University shall transmit to the Department on August 1 of each year a report for the preceding school year, in prescribed form. Any University institution whose annual report for the preceding school year is not filed before the 20th day of September shall not participate in any apportionments unless such neglect is duly excused for sufficient reason. Any institution failing for two consecutive years to report shall be deemed to have discontinued its educational operations, and after due notice its charter may be suspended as provided in section 31 of the University law.

DELINQUENT AND DORMANT INSTITUTIONS.

A new inspection and written report to the Regents shall be made of each institution which fails after due notice to make any required report, or fails—in case of discontinuance of educational operations—to surrender its charter to the Regents, or which refuses or neglects in any other respect to conform to the provisions of law or of the Regents rules.

LEASING UNIVERSITY INSTITUTIONS.

The leasing of the property of any University institution by its trustees to any individual, association, or corporation other than a board of education or an institution in the University shall, unless such leasing is first approved in writing by the Regents, be considered a discontinuance of its educational operations and shall subject such institution to a suspension of its charter, as provided by law.

PRESERVATION OF RECORDS.

When an educational corporation is dissolved, its books, records, and papers, unless otherwise specially provided, shall be placed in the State Library or in some nearer public library approved by the Regents.

VACANCIES IN COLLEGES AND ACADEMIES.

In case the office of president of a college or of principal of an academy shall be left vacant for one year without satisfactory cause therefor from the trustees of such institution, the Regents may fill the vacancy. The person so appointed shall continue in office during the pleasure of the Regents, and shall have the same powers, salary, emoluments, and privileges as his immediate predecessor

in office enjoyed; or, if he had no immediate predecessor in office, he shall have such salary as the Regents shall direct to be paid by the trustees out of the funds or property of their college or academy.

SALARIED OFFICERS INELIGIBLE FOR TRUSTEES.

No salaried employe, other than its executive or financial officer, or both, shall be a trustee of a University institution, nor shall such a trustee have a right to vote in any case relating to his own salary or emoluments.

SECTARIANISM.

Any school of which the charter, bylaws, or rules provide that the students, teachers, trustees, or the voters who elect the trustees, shall belong to any particular religious body, or any school in which any distinctively denominational tenet or doctrine is taught, shall be deemed and treated as sectarian. The name of the school, the sources from which its funds are derived, or the denominational connection of its trustees, teachers, or students, shall not be construed as determining its character if under its charter, bylaws, and rules, the official positions named are not in any way limited to any denomination. Any school of which the principal and the president of the trustees shall certify that under the terms of this rule it is unsectarian shall be so considered till after special inspection and report the Regents shall declare it to be sectarian.

CREDENTIALS ACCEPTED.

Unless otherwise specified, any approved credential previously issued shall be accepted in place of an examination covering the same ground.

CREDENTIALS SUBJECT TO CANCELATION.

All diplomas, certificates, and other credentials and examination ratings shall be subject to cancelation by the Commissioner of Education, for cause.

SPECIAL UNIVERSITY PROPERTY.

Such library, museum, and other property of the University as is unique in character and therefore impossible to replace shall not be loaned.

DISPOSITION OF PUBLICATIONS.

The Commissioner of Education shall furnish free to Regents copies of State publications, and may, in his discretion, direct the free distribution or sale of Department publications and fix the prices therefor.

AMENDMENTS.

The Regents rules shall be altered or repealed only by six favoring votes at a meeting of the Board for which the notice to each Regent specified the changes to be proposed; but any rule may be suspended during a meeting of the Board by unanious vote of the members present.

Elementary Teachers in Prussia.

According to official statements, the number of elementary teachers in 1905 was 97,796, of whom 82,032 were men, 15,764 women, or 16.11 per cent. of the total number. Rhenish Prussia had 5,175 women among 17,036 teachers, or 30.38 per cent., the smallest number of women teachers was found in the province of Pomerania, to wit: 240 among 5,017, or 4.78 per cent. In 1896 the total number of teachers was 78,199; hence in nine years an increase of 19,597, or annually 2,177, a little more than 20 per cent. Nine years ago the proportion of women teachers was 12.76 per cent. The men teachers increased from 68,219 to 82,032, or 13,813, equal to 16.83 per cent; the women teachers increased from 9,980 to 15,764, or 5,784, equal to 36.64 per cent. The *Deutsche Kampf* publishes the following list of German cities (fifty-three in all), of over 50,000 inhabitants, giving the ratio of women teachers to men teachers as follows: To every one hundred men there were in Metz, 49.5 women teachers; Strassburg, 49.4; Munich, 49.3; Aachen, 49.2; Mulhaüsen in Alsace, 48.6; Cologne, 48.2; Lübeck, 47.7; Bochum, 47.1; Altona, 45.8; Düsseldorf, 45.1; Mayence, 42.3; Erfurt, 42.0; Danzig, 41.9; Königsberg, 41.3; Hamburg, 39.0; Essen, 38.0; Breslau, 36.3; Potsdam, 36.3; Frankfort-on-the-Odu, 30.0; Berlin, 35.8; Halle, 35.0; Dortmund, 34.7; Kiel, 34.1; Hanover, 33.7; Darmstadt, 33.0; Crefeld, 31.5; Frankfort-on-the-Main, 31.2; Schöneberg, 31.0; Freiburg, 30.7; Magdeburg, 30.5; Würzburg, 30.5; Stuttgart, 29.6; Stettin, 29.4; Karlsruhe, 28.3; Görlitz, 28.0; Charlottenburg, 26.0; Posen, 26.0; Bremen, 24.4; Elberfeld, 25.2; Wiesbaden, 24.9; Augsburg, 24.6; Barmen, 24.6; Spandau, 23.5; Cassel, 22.0; Dresden, 20.9; Nuremberg, 16.6; Rixdorf, 14.5; Mannheim, 13.0; Leipzig, 12.4; Duisburg, 10.3; Chemnitz, 7.2; Plauen, 5.1; Zwickau, 3.9.

L. R. KLEMM.

Bureau of Education, Washington, D. C.

David Crockett, 1786--1836.

By WILLIAM A. MOWRY, Massachusetts.

Among the pioneers who found their way over the mountains from the colony on the Yadkin into Tennessee was a tall, raw-boned, resolute man of Irish birth. His name was Crockett, and he had been a brave soldier in the Revolution. He made his home in the little hamlet called Limestone, in Greene County, not far from the Carolina line. Here, our hero, David Crockett, was born in the year 1786.

In his boyhood David knew little but hardship. His entire school life was less than six months, and that was when he had grown almost to manhood. He learned to read and to write and but little else. While still very young his father hired him out to a Dutchman who had made his home far away in the wild, unsettled interior, four hundred miles to the westward. With his employer young David traveled on foot this long distance. After a month or two he was so homesick in the wilderness, with no friend near him, that he slipped away, and alone made his way back again over the four hundred miles to his father's house.

What a journey for a boy of only twelve years! Think of it! His long trip with his employer from his father's house thru the wilderness must have been difficult and hazardous enough; but for him, boy as he was, to retrace his steps thru that long stretch of unbroken wilderness, in constant danger from wild beasts and Indians, with rivers to cross, food to procure and cook—all this required a courage far from common in a boy of twelve years of age.

David was always loyal to his family, and a charming story is told of his dutiful conduct towards his parents. When he was nearly seventeen years of age, he worked a whole year to pay a note for seventy-six dollars which was held against his father, who was unable to meet it.

Thru his entire life, David Crockett was a pioneer. After coming to manhood he made his first home on the Elk River in Lincoln County, Tennessee, on the border of Alabama. Afterwards, when settlers began to gather around him, he pushed further west and built his cabin in "one of the wilder-

parts of the State." He did not remain long even here. As the country filled up he moved further west and pitched his tent on Shoal Creek in Lawrence County, "in a wild and desolate region." Here the settlers soon organized a local government and appointed Crockett a magistrate. From this time he rose rapidly, and before long acquired a wide reputation.

First of all our hero was a famous hunter. He knew the haunts of the wild animals and could always find game. He was a sure marksman; and so accurate was his aim, and so well known was his success as a hunter, that the story became current that once on a time when he had taken aim at an opossum, the "Varmint" called out to him, "Don't shoot, Colonel, don't shoot. I'll come down."

The opossum called him "Colonel," because the people had made him colonel of the militia. He was repeatedly elected a member of the State Legislature, where he did good service and won golden opinion from his fellow law-makers.

Crockett had by diligence and hard labor acquired some property. He now built a dam across Shoal Creek and put up a mill, which soon after was swept away by fire. He gave up all that he had and paid his debts to the last cent. One who knew him well said, "he was a great exemplar of fortitude in disaster, cheerfulness in misfortune, and honesty in his dealings. The loss of his property by fire in Lawrence County tested his honesty. He gave up after that disaster all he possessed for the benefit of his creditors and began the fight over again with cheerfulness and hopefulness."

He now made another move toward the sun-setting. He built his new home on the Albion River, near the Western boundary of the State. Thus in four counties, beginning on the Eastern borders and pushing Westward till he almost reached the Mississippi River, he had been a pioneer in the new land of Tennessee.

After he had served the people in the State Legislature, he had the idea that he should yet be a member of Congress. It is said that he traveled on foot from his home in Southern Tennessee to Washington to see what Congress was like. We must not forget that he had almost no school education. He could read and write, and could speak in public in a crude, backwoods fashion. He had seen much, traveled somewhat, observed everything within reach, and drawn his own conclusions. He was full of oddities and eccentricities, but withal he was by no means lacking in "large, round-about common sense."

The story goes that the very next day after his arrival in Washington, Mr. Webster, the great orator from Massachusetts, made one of his famous speeches in the Senate. In the evening, at a reception, Colonel Crockett was introduced to Mr. Webster, when the following conversation ensued:

"Wahl, Mr. Webster, I heared your speech to-day, and do you want to know what I think of ye?"

"Certainly," replied Webster, "I should be pleased to know what so distinguished a man as Colonel Crockett thinks of my humble efforts."

"Wahl, Mr. Webster, I'll tell ye. I heared your hull speech. I stood there, a leenin' up agin the post, and I heared the hull on't, for two mortal hours, and I don't think you'r what you'r cracked up to be." Then waiting a minute, he added, "for there wa-n't a word in it that I couldn't understand."

Afterwards Crockett was elected to Congress and served three terms. "He was popular in Washington, where he was noted not only for his eccentricity of manner and speech, but also for his strong common sense and shrewdness." His favorite motto was, "Be sure you are right, then go ahead." This is a very good motto for all, especially the young.

In May, 1830, Colonel Crockett made a speech in Congress on the bill for the "Removal of the Indians beyond the Mississippi." He stated at the outset that he should vote against the bill, and he wanted to give his reasons for the vote. He said that he did not know that any man within five hundred miles of the place where he lived would vote as he should, but be must vote as his conscience dictated.*

He said: "I have my constituents to settle with, I know, and I would like as well as any other gentleman to please them, but I have also a settlement to make at the bar of my God. What my conscience dictates to be just and right I want to do, be the consequences what they may. . . . I must vote as my conscience and judgment dictate, without the yoke of any party on me, or the driver at my heels, with his whip in hand, commanding me to gee-haw-whoa just at his pleasure." He said that he knew personally many Cherokees, and he had heard them say: "No, we will take death here at our homes. Let them come and tomahawk us here at home: we are willing to die, but never to remove."

He then stated that no man would be more willing to see the Indians removed than he was, if it could be done in a manner agreeable to themselves, but not otherwise. He added: "I care not for popularity, unless it can be obtained by upright means. . . . I have been told that I do not understand English grammar. That is very true. I have never been to school six months in my life. I have raised myself to be what I am by the labors of my hands. But I do not on that account yield up my privilege as a representative of freedom on this floor."

Crockett's vote on this bill helped to defeat him for re-election in the fall of 1830; but he was elected again in 1832 and served another term, when he was again defeated, President Jackson's influence being turned against him.

Soon after this he migrated to Texas and engaged in the struggle of that country for independence from Mexico. He was with Colonel Travis and Colonel Bowie in the fatal siege of the Alamo (a'lamo). The Alamo was a strong fort with stout walls twenty feet high and covered two or three acres of ground. It was defended by about one hundred and fifty brave Texans, and the besieging army numbered fully four thousand Mexicans under command of the famous General Santa Anna. The siege lasted thirteen days, when a desperate assault was made, and all the Texans but six were killed. These six men, including Colonels Crockett and Travis surrendered to their overwhelming foe; but altho they were prisoners of war, they were shot by orders from Santa Anna.

Thus perished Colonel David Crockett, one of Tennessee's bravest and most distinguished sons. One who was personally acquainted with him bore this testimony: "He was a hero, statesman, and martyr, who was in life the peer of any unselfish man that adorned the annals of a civilized people. He was a favorite of all classes, whether rich or poor, high or low, Whig, or Democrat, dudes in the city or hunters in the country."—From "American Pioneers."

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* The quotations cited above are from the *Congressional Globe*. Colonel Crockett's speech was revised for publication, and therefore does not appear in the backwoods phrasing in which probably he gave it.

Programs for Nature Study Class.

By HELEN M. DODD, Glen Ridge, N. J.

A series of Nature Programs will be published monthly in this magazine, beginning in the present number. It is intended to outline a course of study especially adapted to local Nature Clubs, or to the individual who wishes to become more familiar with that wonderful life which we call "Nature."

The outlines are merely suggestive, following for the greater part life as we may see it during the changing months and seasons.

The number of people who go thru life with "eyes that see not" and "ears that hear not," is truly deplorable.

This was vividly exemplified only the other day during a five minutes' stroll with a friend who found life in the country extremely uninteresting.

Within that few moments bobolinks seen for the first time this season, rose circling from the beautiful stretch of grassy field, uttering their bubbling song. Warblers darted here and there challenging a rapid glance to see and identify them in their restless flight. A rose-breasted grosbeak caroled away from the top of a small tree revealing to us below the splash of pure crimson on his white breast. We passed a special variety of pine I had been looking for, and found a species of wild flower new to me.

Life was teeming and full of interest every step of the way, and my companion would exclaim at intervals, "What? Where? How did you see that?" in almost comical surprise.

So much for what these programs mean.

To enlarge one's field of vision and capacity for enjoyment thru the medium of a keener observation, and learning what to observe; to gain a deeper insight into the wonderful interrelations and adaptations of Nature's forces, and to realize thru all the seasons, spring, summer, autumn, and winter, that "The poetry of nature is never dead."

There will be some to whom one subject will appeal more strongly than others, and to awaken interest for further study and research on the part of the individual is one of the aims of these programs. There is a field for a life's work in almost any one of the subjects so briefly outlined.

The following few suggestions are offered for organizing a Nature Club.

Call a meeting of those whom you think would be interested in such a course of study, and elect by ballot your officers for the coming year.

The number may be limited to a director, assistant director, secretary, and treasurer.

The duties of the director shall be to call all meetings, conduct said meetings, and to plan the time and place for field excursions taken in connection with the indoor work.

Indoor meetings to be held twice a month on a given day and hour at some stated place. It is suggested that members of the club hold the meetings at their different homes, each taking the responsibility of two successive meetings, as this prevents sending out an unnecessary number of notices.

The director shall also give out the several subjects for the month, asking different members to write and read at the following meetings of the club, a paper upon each of the subjects outlined, using the programs here printed, merely as suggestions as to how to go to work. A bibliography for further reading and reference will be printed each month with the programs.

It has been found advisable for those writing upon a subject to divide it into two parts to be read at the two successive meetings, thereby carrying the interest thru the month, and giving time at each meeting for several subjects to be touched upon.

Great stress should be laid upon bringing in as many specimens as possible to illustrate the subject

Field excursions should be taken as often as possible by the club during the winter months, and certainly every week, during the autumn and springtime. This is especially interesting following the special study of a subject. For these excursions a good pair of field glasses is almost essential.

The assistant director shall assist the director in every way possible, and take her place during her absence.

The secretary and treasurer shall fulfill the usual duties of this combined office, taking and reading the minutes at each meeting, as well as calling the roll.

Members shall bring in all the general information possible at each meeting, watching the papers and magazines for items of interest in the Nature World.

A question box might prove of interest, to be opened at each meeting, the questions answered at the time by different individuals, or where there is a doubt, looked up for the following meeting.

The spirit of the Club shall be for mutual benefit and furtherance of knowledge.

I. Indoor Meeting in October.

"A fresh foot-path, a fresh flower, a fresh delight."—*Richard Jefferies.*

Reading of the Minutes.
Business of the Day.
Subjects until November 6—

"Bird Migration."
Autumn Wild Flowers.
The Goldenrods.
The Asters.
Gentian.
Study of Maples.
Fruits and Seeds.

Current Topics in Nature World.
Open Meeting.
Vacation Notes and Personal Observations.

Bird Migration.

Migrants arrive from the North. See Chapman's list of times of arrival and departure.

Summer residents leave for South. See Chapman's list.

Why do birds migrate? What does the extent of their migration depend upon? Do insect eating birds or seed eaters travel farthest? Route of Western and Eastern birds? What is destination of each?

Do generality of birds migrate by day or night?

How do birds direct their flight? How high do they fly?

Observations made by moonlight thru the telescope.

Are a bird's sight and hearing superior to ours?

Subject---Trees.

Aceraceae—Maple Family.

Species of maples to be found in this locality.

Sugar Maple—describe growth. What heigh does it reach? Describe growth of wood or stem Does it belong to the exogens or endogens?

Bark—rough or smooth, dark or light?

Leaves—size, kind of edge; are they parallel o net veined? Color of petioles or stems? Col when first out of bud? Color in autumn?

When does the sugar maple flower, with, or befo the leaves? Are the staminate and pistillate flowe borne on the same or on different trees? Wint buds—size and how protected? Uses of woo

Obtaining of sap—syrup. Compare with other maples? Silver maple, sycamore, and red maples.

Legends, poems, or literature of any kind, relating to maples.

Witch Hazel.

Flowers that appear in October last thru November. Appear simultaneously with last year's pods. Bring home fruiting spray. Nuts discharge from woody pods when dry. Witch Hazel as divining rod.

Fruits and Seeds.

Field plants and shrubs conspicuous in fruit. Classify under color and arrangement of fruit on stalk. Bring specimens if possible. Solomon's Seal, True and False, White Baneberry, Jack-in-the-Pulpit, etc. Seeds with silky or fluffy pappus attached, adapted to being carried by the wind, such as thistle, clematis, dandelion, etc. Winged seeds also sown by the wind, as maple keys or samares, cone scales, etc. Dry pods which burst open at maturity and discharge seeds. Shooting seeds—describe methods of witch hazel, wild geranium, jewel weed. Freak seeds that resemble insects, centiped, squirting cucumber, etc. Seed transported by adhering to coats of animals and people's garments such as tich-trefoil burdock, etc. Fleshy fruits where seeds become free thru decay—apples, pears, etc., or thru agency of birds as they feed upon certain berries and drop them at a distance. Wet earth containing seed and adhering to birds' feet another method of transportation. Darwin's experiments.

Thistle Family---Asters and Starworts.

Collect as many species as possible. Note *where* found. Height of plant, shape of leaves, and kind of edge. Texture of leaves. Position on stalk. Are the stalks smooth or hairy? Much or slightly branched? Flowers large or small, Color of rays, purple lavender, blue or white? Are disks yellow or do they turn brown in maturity? Arrangement of flowers on stalk. Rays numerous or few? How many species found in North America? How many in Europe. How is this composite flower fertilized? What flowers are included in *Thistle Family?*

Letters.

Pensions for Teachers.

TO THE EDITOR OF THE SCHOOL JOURNAL:

Recently an invitation was extended to the readers of THE SCHOOL JOURNAL to express their opinion about the best ways and means for influencing public opinion in favor of pensions for teachers. Altho the writer has always been in favor of such a public measure he is nevertheless fully aware of the difficulties which have to be overcome before the public can be convinced that the pensioning of teachers is not only an act of justice to the teachers, but would be of great economic benefit to the States and Nation.

It would seem, therefore, that if the pensioning of teachers is to be made a national affair, as suggested, not only is it desirable that the teachers of the country act in unison, but that in trying to influence public opinion, and thru that our representatives in Congress, they lay stress upon the economic advantages. It must be shown that these advantages are of highest benefit to the children of the taxpayers, because a judicious method of pensioning would result in developing a better trained body of teachers.

The great mass of the people have but little interest or taste for purely intellectual efforts and achievements. This is one reason that the teacher, as teacher, is regarded merely as a promoter of intellectual activity, the results of which cannot be weighed and measured by mechanical means and touch. This is why he is less valued by the average mechanic than the blacksmith's helper or any muscular worker. Hence the difficulty to raise the teacher's salary to the level of a good mechanic or first-class farm hand, irrespective of the question of oversupply of females willing to teach.

The undervaluation by the average industrial worker of intellectual activity which does not produce immediate tangible results, is a condition that must be met. It is the writer's belief that it can be overcome by systematic and persistent education of the people. Let teachers form into local associations and invite the public to a discussion of economic questions directly or indirectly dependent for success upon the schools and good teaching. In other words, show to the public the close relation of the school and work of the teacher to the bread-and-butter question of the individual citizen. Arguments of this sort will make the public mind more readily receptive to the desirability of pensioning teachers than the more subtle considerations of morality and justice.

Then let the local associations of teachers, while thus preparing the public mind, join en masse their respective State Educational Associations and the National Educational Association, and, by the momentum of these compact bodies, bring pressure to bear upon the representatives who, while at their homes, became impressed by the influence the teachers are able to exert upon the public mind. A policy of this kind persistently pursued will prepare the ground for the seed that is to grow into a pension bill for teachers—tentative, perhaps, at the beginning; but forming a start. A course of this kind, in order to be pursued successfully, requires hard work. It is rendered hard by the fact that the majority of the teachers have no vote, and but few teachers enter the school-room with the intention to make teaching their life work, and consequently take but little interest in what becomes of the teachers' profession after they have abandoned the school-room.

To interest these in that missionary work it would be necessary to appeal to them from the broader standpoint of citizenship, from the standpoint that their success as individuals depends upon the welfare of society, of the State and Nation as a whole, and this welfare cannot be attained without the liberal co-operation of the individual citizen towards the common end to raise the ethical, the intellectual standard of the people, the productive ability of the industrial worker in city and upon the farm, to as high a level as possible by the united and harmonious efforts of the home, the school, and the Church.

From his lifelong study of our educational system the writer believes that the lack of calling the public mind to the distinctive, concrete, economic value of the school and teacher has left a gap in the otherwise high appreciation of the American people for our schools, and if that gap is filled by the teachers themselves in the manner indicated, then it will not be long before we learn of the passage of a national pension bill for teachers.

Altoona, Pa. P. KREUZPOINTNER.

Chart Free to Schools.

The Bureau of Standards of the United States Department of Commerce and Labor has prepared a chart representing geographically the measures of the International Metric System of weights and measures, with a brief explanation of the principle of the system.

A copy of this chart may be secured by any school in which the system is taught, on application to the Bureau.

Teaching Hospital Children.

The Landon County Council provides for the instruction of the young inmates of the Alexandra Hospital in an interesting manner. Nature lessons are given by means of movable blackboards, on which pictures of the subject of the lesson are drawn. These are placed where they can be easily seen from their cots by the little pupils.

With more advanced pupils colored charts take the place of blackboards. The very little ones are taught to read from books with type large enough to avoid injuring their eyes, and light enough to be easily held while lying in bed.

Lessons on the parts of a boat are given by the use of a model, and other objects which can be easily brought before the children are used in similar ways. A piano is brought into the ward and with the aid of a chart music lessons are given to the older patients.

By this system the monotony of hospital life is somewhat broken, and the children lose less than they otherwise would by their absence from regular schools.

Retirement Pensions in Washington.

Dr. W. E. Chancellor, superintendent of the Washington public schools, has prepared a bill, to be introduced at the next session of Congress, which arranges for the retirement of aged teachers upon half pay. The object of the bill is to provide for teachers who have reached a certain age, after serving a specified number of years, and thus to make way for younger teachers.

"I have become convinced," says Dr. Chancellor, "that after a teacher reaches the age of seventy, his or her period of usefulness has become so impaired that a continuation of employment at full salary practically amounts to the granting of an annuity."

The bill is similar to the one which has proved so successful in New Jersey.

Dr. Chancellor believes that the bill will work well in conjunction with the teachers' retirement fund, which is secured by the voluntary contribution of a certain percentage of their salaries by the teachers. This fund provides a half salary to those who have contributed to it. Thus a teacher enjoying the benefits of this fund and the municipal pension would retire, upon reaching the age limit, at full salary.

In Virginia.

State Supt. J. D. Eggleston, of Virginia, is simplifying the mechanical business of his office. He is making out new forms for teachers' reports, is reducing the bookkeeping of the district clerks to a uniform method, and is preparing to keep in better and easier touch with the entire State.

The State Board of Education plans to hold a meeting of school officials on November 26, at Richmond. The Board especially desires the attendance of school trustees, members of school trustee electoral boards, and members of boards of supervisors, and plans the program with them in view. State meetings of the various educational associations will be held at about the same time in Richmond.

Growth in City Schools.

There are in the United States, according to Dr. Harris' report 588 city school systems, with a total enrollment of 4,374,463 pupils, and an average daily attendance of 3,354,806, an increase of 105,252 over the previous year. The average length of school term is 187.9 days. In the private and parochial schools there are 1,996,582 pupils, an increase of 39,017.

It is interesting to note that there are 5,619 supervising officers in these systems, of whom 2,799 are men and 2,280 are women. This is a 5.23 per cent. increase for the men and only 3.94 per cent. increase for the women. Of the whole number of teachers in the cities, (96,624), 89,335 are women and 7,289 are men. The number of women increased 2,533, while the men were increased by only 15. The cities have provided 10,069 buildings, with 4,151,938 sittings, an increase of 59,861, as against an increased attendance of 105,252. School property is valued at $410,326,526, and the total expenditure for school purposes increased 6.22 per cent. to $129,836,203, of which $74,332,428 was for salaries of supervisors and teachers.

No Room for Outsiders.

The Elementary Schools Committee of Philadelphia has decided to dismiss from the schools children whose parents are not *bona fide* residents of the city. This action was brought about by a complaint from the principal of the Gilbert School, of Chestnut Hill. He reported that there were sixty-three pupils attending that school who resided in Montgomery County. There are already 13,000 children in the city on half time, and it is considered unfair to them to care for outsiders before they receive proper attention.

Unwilling District Boards.

Opinions on matters of education expressed by Samuel Hamilton, superintendent of schools for Allegheny County, Pa., are of interest not only in the Keystone State but among educational people generally. In an interview published in a Pittsburg paper he has expressed his opinions concerning the schools under his jurisdiction. After paying due tribute to what has been accomplished in his county, he stated that the chief faults to which he would call attention are the system of school control and the incapacity and lack of training of many of the teachers. Superintendent Hamilton finds himself powerless to bring about the degree of progress in the schools that he would like to see.

The district boards, many of whose members are farmers, hold the purse strings, and they are not willing to loosen them for manual training, music, arts and crafts, gymnastics, and domestic science. Only two or three schools in the entire county have manual training. Mr. Hamilton's district, it should be explained, does not include the cities of Pittsburg, Allegheny, and McKeesport.

The present teachers have not the requisite training for giving manual training and domestic science, and the school boards will not appropriate money for special teachers. Most of the physical culture in the schools is unscientific, and school swimming pools and baths are unknown.

There is no medical examination of pupils; almost nothing is done to beautify the school grounds; nature study is not compulsory and in many places is entirely omitted; geography is generally taught by the old, dry-as-dust methods; and the work [illegible] is for the most part [illegible] hit-or-miss style [illegible] sound boards of the Allegheny county school board way of thinking, teachers who were capable could remedy many of these faults.

Ohio State University.

Dr. H. S. Wingert was elected Director of Physical Education for men in Ohio State University. He will have general charge of the gymnasium, the classes in physical education, and University athletics. Dr. Wingert comes to the State University from Lehigh University, where he is now holding a similar position. For seven years he was Director of Physical Education in the West Philadelphia Y. M. C. A., and for three years was the coach, trainer, and superintendent of the athletic work of the Y. M. C. A. branches in Philadelphia, with a membership of 6,000 men. For five years he was dean of the Philadelphia Normal School of Physical Training and at the same time was director of physical education at Temple College, where over 2,000 students are enrolled. For one year he was head of the department of Physical Education in the St. Louis Central Y. M. C. A., which has a membership of 3,000 men. Dr. Wingert is a graduate of the Philadelphia Normal School of Physical Training, the Yale University Summer School of Physical Training, the Philadelphia School of Anatomy, and the medical department of Maryland College, Baltimore. He took postgraduate work in the medical department of Temple College, Pennsylvania, and is a regularly licensed physician.

Professor Burkett has resigned to take charge of the experiment station and the agricultural department at Manhattan, Kansas.

Mr. W. J. Norris has been appointed instructor in Engineering Drawing.

Ralph Rogers has returned to the University as instructor in the new department of Engineering Drawing.

Mr. Donald Baker will substitute for Assistant Professor T. K. Lewis in the department of Engineering Drawing.

Mr. C. E. Blanchard, formerly principal of the Wauseon High School, has been made assistant in English. Mr. Blanchard will give special attention to the work in debate and oratory.

F. H. Bailey, Ph.D., and F. W. Moody, A.B., were appointed instructors in physics.

Mr. O. H. Tresselt was appointed student assistant in electrical engineering.

Mr. Z. P. Metcalf was appointed student assistant in zoölogy and entomology.

Manual Training in St. Joseph.

St. Joseph, Mo., has under way a plan to build a $125,000 manual training school. The city proposes, by means of a bond issue, to raise half a million dollars for school purposes. The money not used for the manual training school will be spent in erecting new grammar schools.

The manual training that has been taught heretofore in the grammar and high schools has proved very satisfactory. St. Joseph already has a fine commercial course in its high school. The new high school will fit students to become skilled mechanics, as the business course prepares them to become stenographers and bookkeepers.

In this manual training high school wood carving, bench work, and probably iron work will be taught the boys, and there will be courses in domestic science for the girls.

A Library that Advertises Itself.

The public library of Springfield, Mass., advertises itself. Once a week it sends out postal cards containing invitations to fifty people whose [illegible] the library [illegible] directory but not

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THE BOY CAPTIVE IN CANADA, by Mrs. Mary P. Wells Smith, is a sequel to "The Boy Captive of Old Deerfield," published some time since, which has proved very popular with young people. The new volume is the story of the experiences of the adventures in Vermont and Canada of little Stephen Williams, son of the Deerfield minister, who was taken captive by the Indians in the massacre familiar to students of early American history. The boy spent the winter among the Indians, and then returned home. The story is well told, and is sure to be enjoyed by boys and girls generally. (Little, Brown & Co., Boston.)

Don't think that eruption of yours can't be cured. Take Hood's Sarsaparilla—its virtue is its power to cure.

Among the more important of the text-books issued last month by the new Education Department of Little, Brown & Company, were MERRY ANIMAL TALES, an easy third grade book by Madge A. Bigham, author of "Tales of Mother Goose Village"; BOY BLUE AND HIS FRIENDS, a second-grade book by Etta Austin Blaisdell and Mary Frances Blaisdell, authors of Child Life Readers, and THE WIDE AWAKE FIRST READER, by Clara Murray, author of "The "Wide Awake Primer." Among the books for older pupils are LYRICAL POEMS OF ROBERT BROWNING, edited by Dr. A. J. George, whose larger edition for colleges was recently published by Little Brown, & Company. The Lyrical Poems include the college entrance requirement.

The Milton Bradley Company, of Springfield, Mass., last month published two new song books: PLAY TIME SONGS, by Mrs. E. F. Hurd, a collection of new and attractive songs for the kindergarten, and MOTHER GOOSE SONGS, by Ethel Crowninshield, the old-time words fitted to new and taking tunes for the little people.

The *Kindergarten Magazine*, for many years published in Chicago, will hereafter be edited and published in New York City.

Messrs. Little, Brown & Co. announce that they have secured the services of Mr. J. R. Sparks, for a number of years prominently connected with the public schools of Indiana and Illinois, as their representative in the Middle West, with headquarters in Chicago. Mr. Stanley Johnson, formerly principal of the High School in Nantucket, Mass., is their outside man in New England.

Arthur Morrison's "A Child of the Jago," which still commands a sale, has probably had a greater effect than any novel of poor life published since "Oliver Twist." The London district called "The Jago" and aired so thoroly in the book was subsequently demolished. The new quarter which took its place was opened by the present King Edward, then Prince of Wales, who in his speech at the opening highly complimented Mr. Morrison and his book. This was, and remains, the only reference His Majesty has ever made in a speech to a living novelist. Such references in the ordinary course of events he has to avoid more carefully than our own President, who has been responsible for several literary booms. Just as the first book added a phrase, "Bean Street," to the ordinary language as a synonym for "slums," so the second caused a criminal rookery to be spoken of commonly in English newspapers as a "jago."

Catalogs Received.

Book and Stationery Trade List, George Robertson & Co., Melbourne, Australia.
Autumn Announcements. T. Fisher Unwin, London.
Lincoln Institute, Jefferson City, Mo., catalog. (1907.)
Fall Announcements, Little, Brown & Co., Boston.
Publications of the Century Co., Autumn of 1906. The Century Co., New York.
First Edition of American Authors—Dodd, Mead & Company, New York.
The Rowfant Books—Dodd, Mead & Company, New York.
Annual Report of the Public Library, Cincinnati, O.
Annual Report of the Grand Rapids Kindergarten Association of Grand Rapids, Mich., (1905-1906.)
Riverside Bulletin, September, 1906.—Houghton, Mifflin & Co., Boston.
Reference Catalog of School Furniture and Supplies.—Atkinson, Mentzer & Grover, Chicago.
Glass Jars and Glass Cylinders.—The Kny-Scheerer Co., New York.
Hobart College Bulletin, Announcements. (1906-1907.)
Monthly List for April, 1906.—The Macmillan Company, New York.
Eleventh Annual Report of the Board of Education of School District No. 97 (Oak Park), Cook County, Illinois. (1905.)
Annual Report of the Fresno Public Schools, Fresno, Cal. (1904-1905.)
Course of Study and Syllabus for Teachers, Elementary Grades, Newark, N. J. (1906-1907.)
Catalog of Guilford College, North Carolina. (1905-1906.)
Fifteenth Annual Report of the Public Library, Seattle, Wash. (1905.)
Annual Report of the Public Schools of Jamestown, N. Y. (1903-1904 and 1904-1905.)
Annual Report of the Public Schools of Pasadena, Cal. (1905.)
Catalog of Straight University, New Orleans, La. (1905-1906.)
Fall Publications.—Charles Scribner's Sons, New York.
Annual Report of the Public Library, Los Angeles, Cal. (1905.)
Wisconsin Arbor Day Annual, 1906.
Official Bulletin of the Pennsylvania State Educational Association, Fifteenth Annual Session.

Coming Meetings.

October 10-12.—County Institute meeting at The Dalles, Ore.
October 12-13.—Upper Peninsula Educational Association. For place of meeting address Commissioner A. E. Sterne, of Ishpeming.
October 13.—Northwestern Nebraska Educational Association, at Emerson.
October 17-19.—Council of Superintendents, Rochester, N. Y.
October 17-19.—County Institute meeting at McMunnville, Ore.
October 18 ,19, 20.—Vermont State Teachers' Association, Middlebury.
October 19.—Franklin County, Massachusetts, Teachers' Association, Orange.
October 18-20.—Rhode Island Institute of Instruction, at Providence. Hon. Walter E. Ranger, State Superintendent of Public Instruction.
October 18-20.—Northeastern Iowa Teachers' Association, Cedar Rapids, Ia.
October 18, 19, 20.—Superintendents' and Principals' meeting at Lincoln, Neb.
October 22-24.—County Institute meeting at Moro, Ore.
October 24-26.—County Institute meeting at Hillsboro, Ore.
October 25-26.—Maine State Teachers' Association, Lewiston, Me.
October 25-27.—State Teachers' Association Institute Battle Creek, Mich.
October 25-27.—New York State University Convocation, at Albany, N. Y. Dr. Andrew S. Draper, New York State Commissioner of Education.
October 26.—Hampshire County, Massachusetts, Teachers' Association, Ware.
October 26-27.—Association of Colleges and Preparatory Schools, Lewiston, Me.
October 25, 26, 27.—Maine Teachers' Association, Lewiston,
October 26-28.—Western Nebraska Educational Association, at Sidney, Neb.
October 31-November 2.—County Institute meeting at Tillamook, Ore.
November 1, 2 ,3.—Southwestern Iowa Teachers' Association, Atlantic, Ia.
November 1, 2, 3—Southern Minnesota Teachers' Association will be held at Mankato, Minn.
November 7-9.—County Institute meeting at Salem, Ore.
November 12-14.—County Institute meeting at Central Point, Ore.
November 13.—Biennial Convention of County Superintendents will be held in San Diego.
November 14-16.—County Institute meeting at Grants Pass, Ore.
November 26-28.—State Association meeting at Portland, Ore.
November 26-28.—State Association meeting at Pendleton, Ore.
November 30-December 2.—The Social Education Congress, at Boston. Frank Waldo, Corresponding Secretary, Room 16, Rogers Building, Boston, Mass.
December.—Northwestern Nebraska Educational Association. For date and place of meeting write Supt. D. W. Hayes, Alliance.
December 1-3.—Southeastern Minnesota Educational Association meets at Winona. W. F. Kunze, president.
December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.
December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.
December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.
December 26-29.—Minnesota Educational Association meets in Minneapolis.
Holiday Week, 1906.—State Teachers' Association, Syracuse, N. Y.
Holiday Week, 1906.—Associated Academic Principals, Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.
December 26, 27, 28.—State Educational Association. Annual meeting at Fargo, N. D.
The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.
December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.
December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.
December 26-28—Territorial Teachers' Association will meet at Shawnee.
December 27.—The county superintendents of New Mexico will meet in annual session at Las Vegas.
December 28.—The County and City Superintendents' Associations will meet in Columbia, S. C.
December 26-29—Minnesota Educational Association will be held at Minneapolis.

The Educational Outlook.

Dr. Brumbaugh, of Philadelphia, has had a personal interview with every one of the young women taking examinations for teachers' certificates. The interview came at the close of the first day of examination, and Dr. Brumbaugh's tactful and gracious words encouraged many prospective teachers.

The Ohio Society of California is going to build in San Francisco a $100,000 school building, to be named the Ohio School. The money will be raised from Ohio societies thruout the country.

Superintendent Easton, of the public schools of New Orleans, reports extensive improvements in buildings and equipment. Six annexes are in course of construction, which will provide for any increase in the number of pupils.

Judge Samuel L. Carpenter has decided that the Board of Education of Denver, Col., may not follow literal interpretation of contracts with teachers, a clause of which provides that the Board may discharge teachers at pleasure. This decision was reached in a suit brought by Miss Bessie C. Simmons against the Board to recover salary lost by her on account of her discharge by the Board last November. Miss Simmon's attorney argued that the Board had shown no valid reason for its action, and this opinion was supported by the decision of the judge.

Dr. T. Dyke, St. Thomas' Hospital, London, after careful investigation has started a praiseworthy crusade for securing more sleep for school children. He believes that every child should have at least nine hours' sleep, and that ten would be better.

In fact, he considers a proper amount of sleep as essential to their mental and physical development as that their food shall be properly nourishing.

Aberdeen University is celebrating its four hundredth anniversary. Among the 128 recipients of degrees were several Americans.

Superintendent J. H. Phillips has reported a decided increase in the attendance of the public schools of Birmingham, Ala. This is especially noticeable in the high school, where the attendance of the first week was 575, as compared with 487 for the same week last year.

A report comes from Madrid that the Spanish Government, contemplates the floating of a loan of $10,000,000, for constructing 5,000 primary schools during the next five years.

Dr. A. Duncan Yocum will fill the Chair of Pedagogy in the University of Pennsylvania which Dr. Martin G. Brumbaugh vacated when he became superintendent of the Philadelphia school system. For the past five years Dr. Yocum has been superintendent of the public schools of Chester, Pa. Last summer he delivered a series of lectures for teachers at the University's Summer School. Dr. Yocum, who is most widely known as an authority on elementary schools, will continue the courses designed for the teachers of the city, which have formerly been offered by the University.

In Cleveland, Supt. W. H. Elson has decided upon an increase of forty minutes in the time to be devoted to German by the upper grades. This action was taken in spite of the Teachers' Round Table, which had unanimously voted against any such increase for three years to come.

A new office, that of purveyor for the college, has been established at the Woman's College of Baltimore. The duties of the office are the oversight of the scientific and sanitary administration of the college. Miss Caroline H. Shawe, a graduate of Wellesley, and for the last seven years in charge of the Commons in Chicago University, is the first incumbent.

S. P. Orth, of the Cleveland Board of Education, declares that the Normal Training School of that city is illegally conducted. The school has admitted only enough high school graduates to fill the vacancies in the public schools. Mr. Orth contends that such a limitation is illegal and that every one who passes a creditable high school examination should be permitted to attend.

Philadelphia wants $4,400,000 for new schools. The Board of Education plans to build seventeen schools to replace old ones or those out of repair. Among the new buildings will be a manual training school and two district high schools. The Board also desires to get possession of a lot suitable for a physical culture training ground for the use of all the schools.

SPOKANE, WASH.—More than 1,200 pupils are enrolled in the Spokane High School. Prin. David E. Cloyd believes that the total number will reach 1,500 before the middle of the semester. Gonzaga College, of Spokane, conducted by the Jesuit Order, has resumed active work in all departments, after a vacation of ten weeks. Father Herman J. Goller is president. The enrollment is the largest in the history of the college. Seven hundred thousand dollars was appropriated in 1905 for the State Normal Schools, the State University, and the Agricultural College.

The University of the State of Florida opened its handsome new buildings at Gainesville on September 26. Prospects for the University are bright.

The Trenton Kindergarten Association at its first meeting as an organization, elected the following officers: President, Miss Stella McCarty; vice-president, Miss Grace A. Wood; recording secretary and treasurer, Miss Nellie Lain; corresponding secretary, Miss Bertha Bauvis; program committee, Miss Harriet Paul, Mrs. Woolsey, and Miss Hamilton.

An attempt has been made in Harrettsville, O., to evade the recent State law requiring county school districts to hold sessions of at least eight months, and that teachers should receive a minimum salary of $40 a month. The township Board of Education hired teachers for eight months, but required them to agree to resign at the end of six months, if desired by the Board. This would result in a six months' term, and is declared illegal.

Mr. Benn Pitman published an interesting article in a recent number of *Leslie's Weekly*, on "Alphabetic Reform Before Simplified Spelling." Mr. Pitman's main contention is that "the alphabet shall contain a sign for each sound of the language, and that each letter shall represent but one and always the same sound." He defends President Roosevelt's action in regard to simplified spelling, and fears only that Mr. Roosevelt was too conservative.

Dr. Barringer, for many years connected with the Newark, N. J., High School, on the occasion of his eightieth birthday addressed the pupils of the school from which he retired some time since. Principal Wayland E. Stearns in introducing him said: "There are certain plants which blossom forth year after year, again and again. Such a plant is called a 'perennial.' Dr. Barringer is a perennial. With but small periods of rest between, he has blossomed out in full vigor year after year, until now he has reached his eightieth birthday.

Dr. Barringer, in his talk to the pupils, dwelt especially on the value of education and on the importance to every boy or girl of confidence in right, in order to develop into the best sort of man or woman.

The registration figures from Harvard, exclusive of Radcliffe College, and the Summer School, show an increase of eighteen over last year. The total enrollment numbers 3,774. There are 632 entering students, a gain of thirty-nine over last year's freshman class.

In McKeesport, Pa., it has been discovered that between 700 and 800 foreigners are violating the law by sending their children to private schools where the English language is not taught. The School Board will be asked to take prompt action in the matter.

Mr. Robert H. Wright has been elected principal of the Eastern High School, by the School Board of Baltimore, to succeed Mr. William F. Wardenburg. Mr. Wright became professor of history in the Baltimore City College, in June, 1902, and has been a member of that faculty up to the present time.

The Chicago Board of Education has determined to try an experiment in limited segregation in the Englewood High School. This decision was reached in spite of vigorous opposition from some of the members.

At the annual meeting of the trustees of the Peabody Education Fund it was decided to devote $1,000,000 of the fund to the establishment of a teachers' college, to be named after the founder of the fund, George Peabody. The old officers were reelected.

By the action of Mayor T. O. Morris and the City Council of Nashville, Tenn., children residing in territory adjacent to the city will be admitted to the grammar schools upon the payment of an amount equal to the per capita cost of maintaining the schools. This sum may be paid by the School Directors of the district from which the child comes, or by any resident of that district.

At the celebration of Educational Day, held by the Y. M. C. A. of Washington, D. C., John Lee Brooks, of the Business High School made a strong plea for education that really prepares for life. He especially urged educational methods that will fit the man with one talent for his place in the world, as well as the man with five talents.

Recent Deaths.

Ernest Devereux White, first assistant master of the Phillips Brooks School, Philadelphia, of which his father, Dr. John Stuart White, is head master, died September 27 at the age of thirty-one. Death was due to pneumonia. Mr. White three months ago married Miss Hallie Steel. He had been editor of the *Overland Magazine*, of San Francisco, and for two years was master of the Berkeley School, New York.

Miss Maria P. Willetts, a well-known public school teacher in New Jersey, died in Plainfield September 27. She had taught in various parts of the State for forty years, the greater part of the time at South Amboy. She was one of the organizers of the State Endowment Fund, and took an active part in all its affairs.

Prof. J. B. Eberly, of Smithville, Ohio, a widely known educator in that State, and proprietor of Point Breeze, Chatauqua, died September 21, aged nearly seventy years. For nearly fifty years he had followed teaching as a profession. More than five thousand students were taught by him during his lifetime. Prof. Eberly was founder of Smithville Academy.

in the list of users of books. The library goes out to find the people, instead of standing stiffly alone and, as it were, saying, "Here I am; if you want me, you can come."

The authorities, as they have opportunity, print lists of books of interest to different trades. They have got out such lists for the benefit of printers, and for people interested in engineering and machinery, and they distribute such lists thru the shops. The result was logical; the compositors, for instance, took out the books to which their attention had thus been called.

Besides its three branches, the library distributes books thru agencies in school rooms, Sunday schools, fire houses, and clubs. It gives numerous special exhibitions. In summer it devotes space to time tables and summer resort publications and the literature of travel. To be useful to all of the people all of the time is its aim.

Rallies in Tennessee.

The following dates for educational rallies to be held in Tennessee during October have been announced by State Superintendent of Public Instruction S. O. Mynders:

Marion, October 11; Sequatchie, October 12; Bledsoe, October 13; Bradley, October 15; Hamilton, October 15; James, October 15; McMinn, October 16; Rhea, October 16; Polk, October 17; Louden, October 17; Meigs, October 17; Monroe, October 18; Blount, October 18; Roane, October 18; Knox, October 19; Morgan, October 19; Cumberland, October 20; Scott, October 20; Anderson, October 20; Sevier, October 22; Cocke, October 22; Jefferson, October 23; Hamblen, October 23; Washington, October 23; Greene, October 24; Grainger, October 24; Unicoi, October 24; Carter, October 25; Union, October 25; Hawkins, October 26; Johnson, October 26; Claiborne, October 25; Sullivan, October 27; Hancock, October 27; Campbell, October 29.

New High School for Reading.

The new Boys High School at Reading, Pa., was opened at the beginning of the term. The school, with site and equipment, cost $360,000. It has an assembly hall seating 750, with a balcony affording room for 200 more. With study rooms that can be connected with the assembly hall, all together 1,350 people can be accommodated at a lecture or debate.

The building is lighted by electricity, is supplied with an electric automatic clock that gives notice of the opening and closing of recitations, and is ventilated with the help of an electric fan. The library has steel shelves, with room for 5,000 books. The manual training department has an electrically driven grinder to sharpen all the tools. The physical training department has rooms for basketball, football, and winter baseball. The school has a supply of phonographic discs for the teaching of foreign languages. The records include speeches, dialogs, and songs in the languages to be taught. In order to insure correct pronunciation the French and German records were actually imported from France and Germany. In the English department there is a cabinet with five hundred compartments in which all the essays written by the boys during the four years will be filed. The physics department is supplied with X-ray and wireless telegraph apparatus.

The school is complete so far as a high school can be. Seymour T. Davis, of Philadelphia, was the architect; George W. Beard & Co., were the builders.

Scranton Schools.

By a vote of eleven to ten, the Scranton Board of Education retained the present method of having the directors in the wards appoint the school teachers in their districts, instead of having the city superintendent of schools appoint all teachers.

The present indications are that this will be the best year of the Scranton Training School for Teachers. The pupils entering the school this year are expected to make the two-years course in one.

Scranton has raised the salaries of three of its manual training teachers from $750 to $1,000.

Dr. Heeter at St. Paul.

In his first address to the assembled teachers of St. Paul, Superintendent Heeter spoke particularly of the need of having manual training in the grades as well as in the high schools, in order that such work might progress in as logical sequence as, for example, the work in mathematics. The new superintendent referred to the overloading of the curriculum. He said that he found this due to senseless left-overs from the old system, when education consisted of cramming instead of developing. He spoke of several absurdities in arithmetic and questioned the need or use of "fine discriminations in sentence analysis in grammar."

Correction of the curriculum, he contended, does not consist of eliminating what ignorance calls "fads," but in getting rid of what a false view of education foisted on the course of instruction years ago.

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In and About New York City.

The free public lecture system was inaugurated in New York in 1889. That year the total attendance was 22,139. Last year the attendance was 1,221,441.

The Educational Alliance is taking practical measures to get the Jews away from New York, and out into the country or to the smaller cities. An exhibit was begun in the Alliance building, October 3, to show the advantages of the farm and the smaller town. Photographs of farms owned and worked by Jews, and pictures of neat homes and roomy workshops in small towns, show the Ghetto what actually lies outside of New York.

The prizes offered by Mrs. E. E. Williamson, thru the New York Association for Improving the Condition of the Poor, for the best summary form of presenting significant school facts to teacher, superintendent, trustee, and tax-payer, have been awarded as follows: First prize, $200, to Charles B. Dalton, of Trinity Chapel School, New York City; second, $100, to Professor William R. Patterson, state statistician of Iowa.

Mr. Dalton earned the first prize offered by the National Geographical Society of Washington for the best essay on the Norse Discoveries, and the third prize, offered by Miss Helen Gould, for a comparison of the Catholic and Protestant Bibles.

Gymnastic Work for Teachers.

Gymnasium classes for the teachers of the New York public schools are to be held this year. The equipment of the various schools will be used in conducting these weekly classes, and music will be supplied for the teaching of folk dances.

Each teacher will pay a fee of $5. The committee in charge of the work is composed of Miss Jessie H. Bancroft, Assistant Director of Physical Training in public schools, chairman, assisted by Miss Julia Richman, District Superintendent, and Mrs. Charles Farnsworth.

Not Enough Eligible Teachers.

All women teachers on the eligible list for the elementary schools will be appointed by the Board of Education in New York, and still many vacancies will have to be filled by calling upon the surplus of kindergarten teachers, regular substitute teachers, and "pupil teachers" from the training schools.

The scarcity in the supply of teachers is due in part to the small number of women who passed the last No. 1 examination—376 as compared with about 500 usually—but a more important reason is the unwillingness of women to go to Brooklyn, Queens, and Richmond, where many of the vacancies exist.

School Nurses.

Few people not intimately connected with the New York public school system realize the important part played by the school nurse. In addition to the regular inspection which is carried on, to exclude pupils with incipient cases of diphtheria, scarlet fever, whooping cough, and the like, a constant watch is kept of the general neatness of the children. By the tactfulness of the nurses many apparently incorrigible pupils have been awakened to a sense of pride in their personal appearance, and from this to pride in their work.

Trachoma is one of the diseases most commonly met with, especially in the schools of the lower East Side. It was brought originally from Russia, and is one of the most dangerous of the affections of the eye.

Nurses, when necessary, visit the homes of pupils excluded from the schools because of the disease, giving directions for proper treatment.

They often receive small thanks from the children's parents for their trouble, and are occasionally forced to resort to extreme measures to see that their instructions are followed.

City College Club Celebrates.

A special meeting of the City College Club was held at its rooms, 15 West Fifty-eighth Street, on Saturday, October 6, 1906, to celebrate the birthday of a great New Yorker, Townsend Harris.

The debt of gratitude which the city owes to this man, on account of his activity in forwarding the great project of free higher education, is very great. The College of the City of New York, or the Free Academy, as it was called, from 1847 to 1866, is a vital force which Harris brought into being. But there is one phase of his life-work which is of interest to every American, and of interest combined with reverence to every inhabitant of Japan: Townsend Harris was the first American Envoy to Japan, and negotiated the first treaty between Japan and the United States.

At the meeting of the City College Club, Townsend Harris' work in connection with the College was the subject of addresses by the following: Hon. Ferdinand Shack, President of the Club, Henry G. Schneider, Hon. Everett P. Wheeler, Gen. Henry E. Tremain, and Prof. Adolph Werner.

The great feature of the evening was the tribute paid to the memory of Harris in commemoration of his noble work in Japan, by Mr. Jiro Abratani, a lecturer on Japan in Columbia University. Mr. Abratani dwelt particularly in his address on the services rendered to Japan by Harris after the treaty was signed. Townsend Harris as a diplomat was unique. He stood between the growing awakened Japan, and the aggressions of foreign powers, giving counsel as a true friend to those in power in Japan, and firmly resisting the demands based upon mere pretensions of outsiders. Modern education in Japan is very largely a development of ideas introduced by Townsend Harris.

What Is to Be Done?

The question of enforcing the by-law of the New York City Board of Education, which forbids a woman teacher to marry, has come up once more in New York. A decision of the Court of Appeals declares the by-law null and void. Seventy-four women teaching in the New York public schools have reported their marriage during the past summer. As a member of the Board put it, "What can be done? There's the by-law and there's the decision of the Court of Appeals. Neither is enforced."

New York Lecture Courses.

Two thousand lectures will be given in New York in 158 public schools and lecture halls during the next three months. The topics will include science, literature, and the arts, and the lecturers will be university professors and others who are authorities on their particular lines

In co-operation with Columbia University there will be given university extension courses in modern European history and in nineteenth century English literature. The University will give credit for the work done in these courses.

Other courses will be given by the following instructors: Prof. John S. McKay, of Packer Collegiate Institute, on electricity, Prof. Morris Loeb, of New York University, on chemistry, Prof. Samuel C. Schmucker, of the Westchester State Normal School, on evolution, Prof. R. W. Prentiss, of Rutgers, on astronomy, Dr. James H. Canfield, librarian of Columbia, on the history of civilization, and Prof. Guy Carleton Lee, formerly of Johns Hopkins University, on American history.

In addition, lectures in Yiddish and Italian on American history and citizenship will be offered for immigrants.

Brooklyn Institute.

The Brooklyn Institute will this year offer a course in "Art Appreciation," conducted by Daniel A. Huebsch, Ph.D. It will consist of twenty lectures to be delivered on Monday afternoons at four o'clock. The first meeting will be held October 15.

Mr. Boston's life and portrait classes for men will meet five evenings a week. Miss Evelyn M. Griswold will continue the courses in applied design, which were so successfully introduced last year. Dr. Huebsch, in conjunction with Prof. H. Delmar French, secretary of the Institute's department of philosophy, will give a course of twenty lectures entitled "With the Great Philosophers."

Mrs. Mary E. Knowlton, A.M., will continue the study of Dante's "Divine Comedy," which was begun last year. "The Study of Emerson" will be the subject of the literary lectures to be delivered by Leslie Willis Sprague. Wilber A. Luyster will organize the Mendelssohn Choral Society, besides conducting his classes in sight singing. Mrs. Mary Gregory Murray will give three courses on the "Principles of the Expression of Music."

Among the noteworthy features of the fifty-first annual meeting of the New York State Association of School Commissioners and Superintendents, which was held at Cornell University on October 3, 4, and 5, were E. W. Updike's address upon the Commissioner's Duty to Cornell University, and Prof. D. S. Kimball's talk on the Significance of Industrial Training, the latter accompanied by demonstrations. All the addresses were of interest, which was greatly increased by the discussions that followed many of them.

Learning the value of antikamnia tablets in nervous disorders, I tried them where there was pain and nausea. For the uneasiness which was almost continuously present, they proved a sterling remedy. In cases of painful dyspepsia, I always include this remedy in my treatment. H. G. Reemsnyder, M. D., in *Notes on New Pharmacal Products.*

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'Please send The Four-Track News to Miss Hazel Fisher. I am a school teacher and offered this magazine as a prize to the member of my A class who made the highest average. Miss Fisher won."
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KIDDER'S PASTILLES A Sure relief for Asthma. Sold by all Druggists, or by mail, 25 cents. STOWELL & CO., Mfrs. Charlestown, Mass.

Why They Play Hookey.

That truants are ingenious in framing up excuses for their absence from school is shown by some given in the annual report of the Boston children's institutions department. Here are the "reasons" offered by 263 boys: Disliked study, lessons too hard, school-room too hot, 36; teacher was cross, 27; fear of punishment at school, 23; thought teacher did not like him, 1; called names and plagued by other boys, 1; to attend the theater and ball games, 82; to attend the Brockton Fair, 5; to hang around the wharves, 3; influenced by older boys, 40; to work, 14; to play, 14; to steal, 10; to smoke, 2; to help mother, 2; to take care of sister, 1; had to support himself, 1; was sick, 1.

Philadelphia Evening Classes.

The Philadelphia evening high schools have opened with a large increase in attendance. In the men's high school fully three hundred more are enrolled than last year.

A course in real estate and conveyancing has been added to the curriculum. The class will be conducted by Benjamin F. Ludlow, assisted by Roland C. Bortle, and already 178 have registered for the course.

Registration in other departments was as follows: mathematics, 520; stenography, 350; drawing, 470; science, 145; languages, 170; penmanship, 321; English, 120.

In the women's high school new classes have been arranged in physical training, dressmaking, and hygiene.

Pittsburg Salaries.

The salaries of some three hundred Pittsburg teachers have been reduced from ninety to eighty dollars a month, owing to a judicial decision relating to classification. The city is making plans for a new high school to cost not more than $1,200,000.

Superintendent Andrews in his report deplored the fact that, while Pittsburg has a greater per capita wealth than any other city in the country, it does not spend money generously on its schools as compared with other cities. This lack of generosity is especially noticeable in the matter of teachers' salaries.

In order that teachers may get opportunity to visit other schools, Mr. Andrews recommended that twenty of the students in the graduating class of the normal high school be placed on the substitute list, and so be available to relieve regular teachers.

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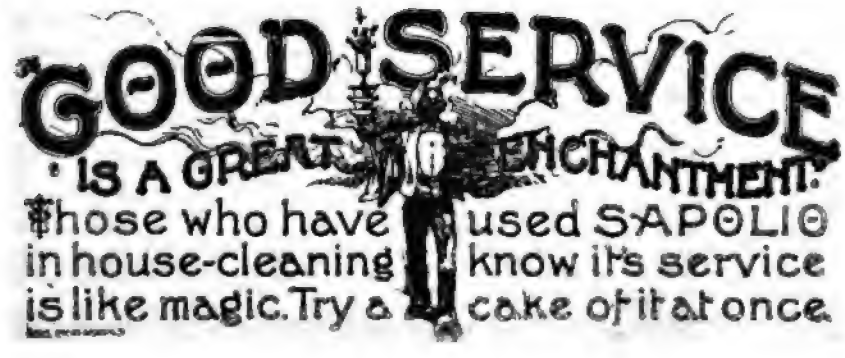

Prison Education.

Along with other reforms which have been established in the prisons of New York, such as the abolishment of the lock-step, the cropping of the hair, and the contract of system labor, prison schools have been started. These schools are conducted by head teachers chosen from principals of public high schools, assisted by those of the inmates who have sufficient education to make them capable of helping in the work.

Most attention is paid to English and elementary arithmetic. The men devote an hour and a quarter six days in the week to the work, and as yet it has not been necessary to make attendance compulsory.

The system has been in operation for only a year, but is already giving promise of being a most useful factor in the reclaiming of criminals, which is being more clearly recognized as the right course to be followed by society, in the treatment of those who have violated its laws.

Superintendent Collins recognizes the value of the enterprise, and has suggested the founding of a school for the training of prison officials.

Not Entirely Destitute.

Miss Passy (on charity visit)—It must be hard to be deprived of so many of the comforts of life, but you must try to——

Mrs. Waydown—Oh, hit aren't so bad, mum. Hi aren't near so bad hoff as some hov you lydies, mum; y' see I 'ave a 'usband.—Toledo *Blade.*

Two night schools were opened in Houston, Texas, on October 1, to continue work which was successfully conducted there last year.

The popularity of Isaac Pitman's system of shorthand in the schools is in no wise diminishing. The new "Short Course in Shorthand" has been recently adopted in the following schools: High Schools of New York; High School, Elizabeth, N. J.; High School, Norristown, Pa.; High School, Bloomfield, N. J.; Westwood (N. J.) High School; High School, Rutherford, N. J.; High School, Lyons, N. Y.; High School, Saco, Me.; High School, Waterbury, Conn.; High School, Aberdeen, Wash ; Euclid School, Brooklyn, N. Y.; New York Preparatory School, New York City; Central Branch Y. M. C. A., Brooklyn, N. Y.; Metropolitan Business College, Ottawa, Ont., Can.; Bryant & Stratton Business College, Montreal, Can.; Bryant & Stratton Business College, Brooklyn, N. Y.; McLachlan Business University, Grand Rapids, Mich.; Dubuque (Ia.) School of Shorthand; Holyoke (Mass.) Business College; Y. M. C. A., Springfield, O.; De La Salle College, Havana, Cuba; Kansas State Normal School, Emporia, Kans.; Technical School, Montreal, Can.; Collegio Englis, Santiago de Cuba.

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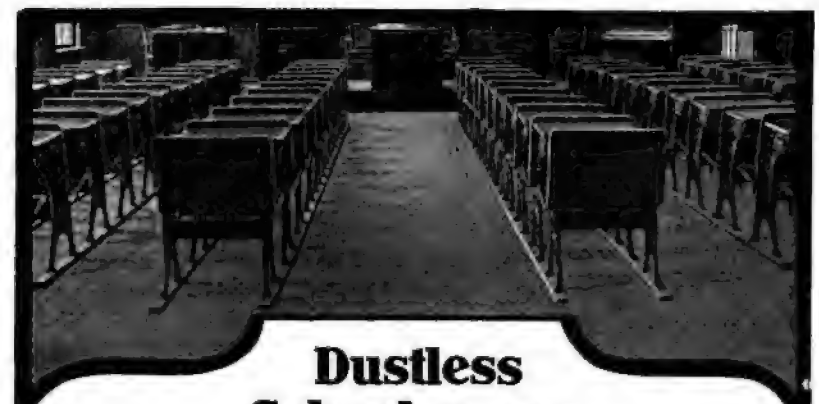

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When it is considered how much dust is constantly being raised by shuffling feet, it becomes necessary that, in order to correct the dust evil in our schools, we must use some means whereby the dust will be prevented from circulating. It has been proved that wherever

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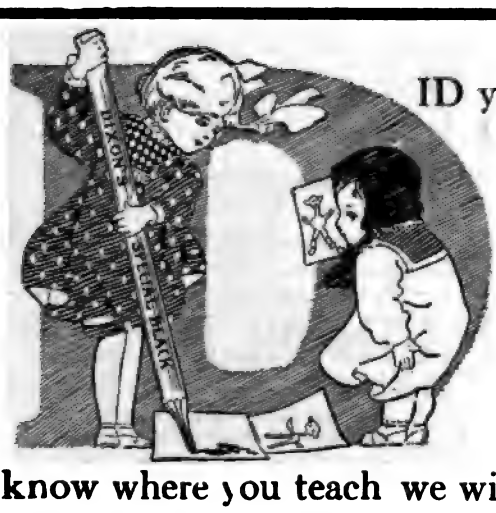

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December 31, 1905

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol LXXIII. For the Week Ending October 20, 1906 No. 13

OSSIAN LANG, Editor.

The Spirit That Builds.

Teachers are hungering for encouragement. Their work is such that the results of it are not immediately visible. In fact, the best fruit of their work may not begin to show itself till years have passed. The girls and boys grown to womanhood and manhood may be more or less conscious of the debt of gratitude they owe to some particular teacher, but the ears that would be happy to drink in the words of commendation may long be closed. The parents of these grown-up daughters and sons quite likely never realized what a blessing the teacher was to their children. And so they, too, did not say the word that might have cheered a worthy toiler. There are, however, some people of whom a speedy recognition of merit may be expected. They are the principals and superintendents and other supervisory officers who owe their position to the assumption that they are experts in education. An expert eye will recognize a diamond in the rough as a greater treasure than the most brilliant paste production. He who lacks the expert eye is unworthy of the place of authority.

Criticism may be needed. Commendation is needed. Criticism which leaves any doubt as to the motive behind it is of little use in education. The whole atmosphere of the school-room must be saturated with the conviction that whatever is done is prompted by a desire to benefit. Fault-finding does not produce such conviction.

The attitude which the teacher expects his official superiors to assume toward him he himself must reveal with increased volume in his dealings with his pupils. The kindly spirit has redeemed more souls than the law. In fact, I might almost say that kindliness—"sweet reasonableness"—is the only agency of redemption.

Force may compel obedience, but it is the obedience that benefits and comforts others and not the soul of him who is made to submit. It is easier to do things for those we love than it is to do them for those toward whom we merely feel obligation. The thought underlying this statement must regulate and brighten all relationships in a system of education.

Encouragement should govern the attitude of supervisory officers toward the teachers; encouragement must characterize the attitude of teachers toward pupils.

But what of the attitude of the teachers toward the supervising officers?

Shall it be suspicion or faith? enmity or loyalty?

Let encouragement and good-will pervade everything.

Chicago Strifes.

Superintendent Cooley has a gigantic task before him at Chicago. The difficulties placed in his way by people who ought to co-operate with him appear almost insuperable. The trials of his patience and strength of conviction are even severer than were those of Colonel Parker in Thurston days. And yet a man of his character ought to be easy to get along with by those who have nothing but the welfare of the school children at heart. Frank, accessible, desirous of doing at all times what seems best for the welfare of the young and the city they call their home, and thoroly tried in educational work, he possesses ideal qualifications for a superintendent. Nevertheless there is withheld from him the one thing most necessary to a successful administration: the united co-operation of school trustees and teachers. Instead of rallying to his support, there are many who seek to discredit and humiliate him and to weary his spirit with unprofitable bickerings and unlovely irritations. If Chicago must have nigglings and squabbles and perturbations, why can she not limit them to municipal departments where less harm will result for the future of the city? The school system should not be permitted to become a foot-ball for ambitious theorists in and outside of the Board of Education. If there are those who are anxious to benefit the schools, let them bend their ingenuity to the devising of means for strengthening the hands of the superintendent in all that is good for the city. Friendly discussion of points in which he may appear to be mistaken need not be excluded by such a course. But out-and-out opposition is a proceeding that stamps those who indulge in it as unfit for responsible action. Responsibility in educational affairs presupposes a modicum of reasonableness. The annoyances to which Mr. Cooley has been exposed in recent months have not been to the credit of Chicago.

Dr. Haney's Lecture on Design.

Dr. James P. Haney, Director of Manual Training, delivered the first lecture of the University Extension Course on Design at the New York City Normal College on Saturday morning, October 6. Many departmental teachers and supervisors from the city and vicinity were in attendance. Dr. Haney illustrated his points by drawings made before the class on large sheets of paper with colored chalks. In addition he showed some very interesting examples of applied design in the form of prints, old church vestments, vases, and brasses gathered on his recent trip to Italy and Greece.

This course will continue on Saturdays thru the whole winter. Dr. Hannah W. DeMilt, chairman of the Extension Committee, wishes to have it understood that this course has been arranged especially for the departmental and high school teachers. and those preparing for examinations for promotion licenses. The lessons will begin at 10:15, so that all class work can be completed.

What practically amounts to three lessons will be given at each session. In the first Dr. Haney will develop very completely the principles of applied design, illustrating these with scores of drawings before the class, and a wealth of material he has been gathering for years. In the second he will give a criticism of students' work, and in the third will analyze a great variety of practical problems.

After inspection and approval, Regents examinations will be accorded to regular attendants at this course should they so desire. and the Board of Examiners will recognize all courses so approved by the State Board of Regents.

For Equalization of Salaries.

Last spring the Board of Education ignored an appeal of the Interborough Teachers Association for salaries equal to those received by men teachers. The Association is now seriously considering presenting their case before the Legislature, and asking for a revision of the salary schedules of the Davis Law.

At the time of the passage of this law Theodore Roosevelt, then Governor of New York State, remarked unfavorably upon the great discrepancy between the salaries paid to men and women, and this fact will doubtless not be overlooked by those who urge the State law-makers to take action in the matter.

As the schedules now stand, a woman starts teaching in the elementary schools at a salary of $600, after eleven years of service, and by taking extra examinations she may reach the maximum of $1,440. A bonus of $60 a year may be secured if he is willing to teach boys' classes.

The starting-point for men is $900, which may be increased to $2,400 after a service of equal length, and by taking similar examinations.

"We are going to be true to our cry, 'Equal pay for equal work,' in our fight," said Miss Kate E. Hogan, president of the Association; "the work of equalization of the salaries will be principally in making the salary of a teacher of a boys' class equal to that of a man teacher."

There are 4,000 members of the Association, all of whom seem determined to secure this change.

District Supt. Edward C. Delano has completed fifty years of service in the public school system of Chicago. He has been tendered a reception by the school principals of that city in recogniton of his long and faithful work. Mr. Delano is seventy-three years old.

Hearty congratulations and best wishes from THE SCHOOL JOURNAL.

The Amalgamated Society of Engineers, of England, has for the last few years been making a levy of one penny each upon the members to support six of its number for a year's course at Ruskin College, Oxford. Other organizations which are following similar plans are the London Society of Compositors, Lanarkshire Miners County Union, Amalgamated Association of Beamers, Twisters, and Drawers, and a number of others.

A superintendent in New Jersey received, some time since, a communication which he considered such a curiosity that he sent a copy for publication in THE SCHOOL JOURNAL. A boy of about twelve years of age came to school "excrutiatingly dirty." The principal sent him home, and received this communication in reply:

Please let the boy stay at school,
I am sick and cannot bathe him. He was born that way. and there is no danger.

Your's Truly,
HIS MOTHER.

To a Child Just Awakened.

What thru the night hours hast thou seen?
Within what spirit world hast been?—
That thou, last eve a bit of clay,
A little satyr worn with play,
The tender scorn of one and all,
A rosy little animal,
Shouldst wake at morn a thing divine,
A mystic who has crossed the line
Into the world unseen? There lies
Its awe in thy wide-lidded eyes.

—CAROLINE STERN, in the October *Atlantic*.

Coming Meetings.

October 18, 19, 20.—Vermont State Teachers' Association, Middlebury.

October 18-20.—Rhode Island Institute of Instruction, at Providence. Hon. Walter E. Ranger, State Superintendent of Public Instruction.

October 18-20.—Northeastern Iowa Teachers' Association, Cedar Rapids, Ia.

October 18, 19, 20.—Superintendents' and Principals' meeting at Lincoln, Neb.

October 22-24.—County Institute meeting at Moro, Ore.

October 24-26.—County Institute meeting at Hillsboro, Ore.

October 25-26.—Maine State Teachers' Association, Lewiston, Me.

October 25-27.—State Teachers' Association Institute at Battle Creek, Mich.

October 25-27.—New York State University Convocation, at Albany, N. Y. Dr. Andrew S. Draper, New York State Commissioner of Education.

October 26.—Hampshire County, Massachusetts, Teachers' Association, Ware.

October 26-27.—Association of Colleges and Preparatory Schools, Lewiston, Me.

October 25, 26, 27.—Maine Teachers' Association, Lewiston.

October 26-28.—Western Nebraska Educational Association, at Sidney, Neb.

October 31-November 2.—County Institute meeting at Tillamook, Ore.

November 1, 2, 3.—Southwestern Iowa Teachers' Association, Atlantic, Ia.

November 1, 2, 3.—Southern Minnesota Teachers' Association will be held at Mankato, Minn.

November 2-3.—The Range Teachers Association (N. E. Minnesota Educational Association) will be held in the Central High School, Duluth, Minn.

November 7-9.—County Institute meeting at Salem, Ore.

November 8-10.—The Eleventh Annual Convention of the Southeastern Minnesota Educational Association will be held at Winona, Minn.

November 9—New England Association of Superintendents, at Boston, Mass.

November 9-10—New Jersey Council of Education, at Jersey City.

November 12-14.—County Institute meeting at Central Point, Ore.

November 13.—Biennial Convention of County Superintendents will be held in San Diego.

November 14-16.—County Institute meeting at Grants Pass, Ore.

November 26-28.—State Association meeting at Portland, Ore.

November 26-28.—State Association meeting at Pendleton, Ore.

November 30-December 2.—The Social Education Congress, at Boston. Frank Waldo, Corresponding Secretary, Room 16, Rogers Building, Boston, Mass.

December.—Northwestern Nebraska Educational Association. For date and place of meeting write Supt. D. W. Hayes, Alliance.

December 1-3.—Southeastern Minnesota Educational Association meets at Winona. W. F. Kunze, president.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26, 27, 28.—New Jersey State Teachers Association, at Atlantic City.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

Holiday Week, 1906.—State Teachers' Association, Syracuse, N. Y.

Holiday Week, 1906.—Associated Academic Principals, Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact dates write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis.

December 27-29.—Southern Educational Association will meet at Montgomery, Ala.

December—during holiday week.—Washington Educational Association will be held in Bellingham, Wash.

the Elgin High School. Following this has come the practical studies along the lines of drawing, manual training, and domestic science. Practical as these studies may seem, they are hardly more so than the studies in science, mathematics, and other branches, the knowledge of which can not be directly applied in gaining a livelihood, but they, none the less, give a training that may be directly applied in whatever work one may undertake.

Ever since the founding of public schools nearly every addition to the curriculum has been met with the cry of "fad." In 1816 there were in the schools of Ipswich, Mass., 856 pupils. Only 476 of these chose writing, or had it selected for them by their parents; about 250 studied spelling; 153 arithmetic; 85 English grammar; 75 Geography; 9 Latin, and one, Greek. The only universal study was reading. Reading was then the only fundamental in the school course. Only one-half were taught writing; one-fourth spelling; one-sixth arithmetic; one-tenth grammar, and one-eleventh geography, and only one-eightieth were taught high school studies. At the present time all children are taught all these common branches, and several more, and one-eighth instead of one-eightieth are taught high school studies. The most of the students in geography in this Ipswich school were in one school where the teacher was considered a faddist. Ipswich was at that time about the most important public school town in the United States. The non-essentials of one century are the essentials of another. The schools of to-day administer to a vastly different constituency from those of a century ago.

What, then, are the essentials of an education? Probably every man has a different answer. Perhaps it is safe to say that the essentials are those studies that prepare for complete living. That father who wishes his son prepared to do a certain thing so that at fourteen years of age he may be able to earn three dollars per week, has his idea of the essentials. The other father who wishes his son to take a high place in the technical pursuits, and selects only those studies that contribute directly to this end, has his idea of the essentials. Both take the narrow view, leaving out of consideration wholly the family and the State for which the child is being educated, and all those things that are to bring comfort and enjoyment.

Two thousand years ago Cicero said, "A liberal education supplies that whereby both the mind may be refreshed after the noise of the forum, and the ears, fatigued with wrangling, may find repose." He suggested that even the mind was in danger of giving way under the strain of business unless relaxed by "studies that bring enjoyment, delight us at home, and do not hinder us abroad." If there were need of studies that would bring relaxation two thousand years ago, what can we say of such need in this strenuous age?

If we are not careful we shall be obliged to define our modern education as that which supplies a noise for the forum, and fatigues the ears with wrangling. It is hardly necessary to argue at present in favor of those studies which contribute to business success; but we are in danger of forgetting that those studies that "foster youth, delight old age, adorn prosperity, and offer a refuge and a comfort in adversity," are among the essentials. What millionaire who has been denied the advantages of a liberal education would not give generously of his millions if he could but acquire its benefits? Many such men have generously founded institutions of learning that others might have opportunities which were not permitted to them. But which of the studies now in our curriculum is not essential for complete living, for use, for enjoyment, or for comfort?

Nature Studies.

It is difficult to determine just what has been accomplished by any educational movement, but those who have been at all conversant with the movement in nature study and science—the movement to bring young people near to nature, to make them understand and respect the things their Creator has placed in the world for their enjoyment, comfort, and use,—for that in substance is what the nature study movement, as I see it, has meant, have seen a marked, not to say marvelous change in the attitude of children toward nature and natural science.

The great increase in the interest in gardening, care of growing things, thruout the country, and the impetus given to this work by the Department of Agriculture, is but one phase of the nature study movement. In Elgin the increase of nearly fifteen hundred gardens at the homes of the children in two years, gardens cared for by the children, and the lessons gained in industry, care, and patience, would more than pay for all the time and money expended upon nature study in the schools in a decade, to say nothing of the value of the health-giving exercise in the open air.

When young we were taught that we ought to protect the birds because God made them. Reasonable as this was, it did not prevent us from robbing the nests and throwing stones at the songsters. The boy who has spent a few mornings in the woods studying the habits of birds, and is trying to grow plants and flowers and fruits, and who has learned that birds destroy millions of insects that are injurious to his plants and flowers and fruit, does not need a law to prevent his throwing stones at birds. The interest in gardening and in the study of birds in the schools will do more to protect the birds than all the laws and moral teaching along this line could do in a century; and one good teacher who loves nature and knows birds can do more than a dozen policemen. (Her salary would not be as much as that of one policeman, but that does not count.)

The study of nature has done much to protect property, because one who has become the owner of a small garden of choice flowers, or of a few trees, has greater respect for the flowers and trees of his neighbors. Those who destroy are those who own nothing and have no interest in property. When one has property that he wishes others to respect he begins to respect the property of others.

We are looking in this age for practical studies and in our haste to see results have called all nature studies fads. The study of soils in some of our State Universities has added more wealth to the State than the departments making those studies will cost in many years. A little nature study, a few experiments with seed corn in Iowa added millions of bushels to the crop last year, and millions of dollars to the pockets of the farmers.

A little nature study, a simple experiment with a kite, started investigations into the use that could be made of electricity. Morse soon followed with the telegraph, and Bell with the telephone; then came the electric light, the electric street car, and the electric motor for a thousand and one uses. Possibly some think Franklin should have been in better business, learning to spell, or learning to extract cube root, or learning some of the "essentials." But he was spelling out success for his people and extracting power from the clouds. Important as any subject is, if the time required for it is so great that there is not time left to think, then that subject is learned at too great a sacrifice. Between a nation poor in any art and a nation of thinkers it ought not to take us long to choose. The schools that can make both thinkers and artists

keep their children in school as long as they could be assured that their children were profiting thereby.

To lead the pupils to succeed has been one of the aims of the schools. Nothing is so disastrous to a child as to get the habit of failure. To give the necessary help at the right time, and not to give so much help that the pupil will fail to gain that self-reliance so necessary in education, will always be one of the great problems in teaching. The teacher who can draw out the best in both the slow and the quick pupils is the one every school should have.

Kipling's color sergeant in "The 'Eathen" had the essential qualifications of a great teacher:

'E learned to do his watchin without its showin' plain:
Learned to make men like 'im so they'd learn to like their work.

. . . . . .

'E knows their ways o' thinkin' and just what's on their mind:
'E feels when they are comin' on and when they're left behind.

Goldsmith's preacher in "The Deserted Village" was a skilful teacher as well as preacher:

And as a bird each fond endearment tries
To tempt its new-fledged offspring to the skies,
He tried each art, reproved each dull delay,
Allured to brighter worlds,
And led the way.

Only by enthusiastic leadership can a teacher hope to succeed. The teacher who looks upon every suggestion of professional improvement as a hardship can not hope to have pupils who are very enthusiastic over what she requires of them. If she would allure to brighter worlds she must lead the way.

The fact that so many teachers have been willing to become educators and leaders in the community is largely respons.ble for the increased interest of the public in education.

Perhaps no better evidence of the hold education has upon the people can be found than the demand for better trained teachers, and the way in which that demand has been met. Changes that have taken place in Elgin in that respect are typical of those that have taken place in other communities. Ten years ago if I am correctly informed, Elgin had in its teaching force three per cent. of normal school graduates, five per cent. of college graduates, and ninety-two per cent. with only a high school education or less.

At the present time twenty-six per cent. are normal school graduates; twenty-one per cent. are college graduates; twenty-eight per cent. have had one year either in normal school or college beyond a high school education, and only twenty-five per cent., instead of ninety-two per cent., who have only a high school education or less.

Moral Education.

Some very good people are anxious lest the schools shall not do their duty in character building. I have no doubt we are all agreed that character building is the first and greatest aim of education; but how to secure results is where the disagreement arises. Moral education to some means simply the memorizing of so many sayings on morality, or the study of the catechism. To others it means the formation of habits of correct, systematic thought and work; the cultivation of respect for law and the rights of others, and the formation of habits of willing obedience to laws and necessary regulations. The public schools are concerned not so much with the forms of moral teaching as with those agencies that build strong characters; not so much with the theory as with the practice of character building.

The most important work of the schools is to teach loyalty, obedience to and respect for laws, truthfulness, honesty, self-control, and respect for the rights of others. Of necessity these "man becoming," not to say "king becoming," graces, are not only learned but practised daily in every well-ordered school. Every well-conducted school exercise is a lesson in some one or more of these essentials of character, and hence a moral lesson.

The school is a place where correct habits of work and of thought are formed. Pupils forget the most of the facts they are taught. In ten years these facts will be like sinners after the final judgment, according to the belief of some, as tho they had not been. What will be left? Hardly a Latin word; surely not a proposition in geometry, nor a problem in algebra; hardly a rule of grammar or of rhetoric; but there will be left the habits formed in doing work well. There will be left a trace of the method of thought and of work. These alone are worth the time necessary to secure an education, if those habits and methods are correct. There will be left the principles of right conduct, inculcated by the practices of right conduct thruout the years of school life. How important, then, that the practices in the school-room be such as to make their impression. This is a world of work. Every one who does not learn to love work while young is destined to a life of misery. Perhaps no educational doctrine has ever met with so much opposition as the doctrine of interest, simply because it is misunderstood. It does not mean, and never has meant, that we should make school work easy in order to make it of such interest that pupils will want to do it. The one who has learned to obey the scriptural injunction of "whatsoever thy hand findeth to do, do it with thy might," is well started on the road to a happy, a successful, and a moral career. As one of the best things, then, that the schools are trying to bring to the people this gospel of interesting, joyous work will go far toward making better men and women in every walk of life.

Doubtless there are still many weak spots in the schools. Some pupils are not as interested as they should be. Some parents are not as enthusiastic supporters of the teachers as we could desire. Some teachers may not quite meet our ideals. There was much that was good in the old education, and much good in the new. Our aim should be to adopt and adapt the best of the old and the best of the new. Holmes' philosophy of the "One Hoss Shay" well applies to a school:

Now in building of chaises I'll tell you what,
There's always somewhere a weakest spot;
And the way to fix it, as I maintain, is only jest
To make that spot as strong as the rest.

For this we must work unitedly, vigorously, and wisely.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, $2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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had in our school system many brilliant men and women whose personality and influence were very inspiring, but whose views on certain educational questions, nevertheless, were extreme, and whose policies, if carried out to the limit which they would have liked, would have produced serious disturbances. The supervision of the schools in this way is sufficiently close to meet the above needs. It is not, however, so minute that a principal can feel that his own individuality is interfered with. A constant effort is made to have the principals and teachers of each school feel that the school is the unit, that the management is in the hands of the principal, and that to him the teacher owes her first allegiance.

The district superintendents keep regular office hours for the purpose of conferring with parents, principals, and teachers upon topics relative to school work.

Duties of the Body.

2. The work of the district superintendents as a body. This body meets regularly once each week, and at times oftener, to consider many general questions. Among these are the following:

The assignment of teachers.—The teachers in the elementary schools are assigned in order from the eligible list, yet the assignment requires knowledge of the abilities of teachers and of the conditions in the various schools. At frequent intervals the Board of District Superintendents meets and makes assignments and transfers, adjusting each teacher assigned and transferred as nearly as possible to the place where she will be most favorably situated, and will most nearly meet conditions she is able to handle.

Adjustment of marks of teachers.—Since the adoption of the plan of making appointments and promotions upon merit only, the marks received by the teachers, substitutes, and cadets are of the utmost importance. Marks are given by the principals of the schools for the work of all teachers or substitutes that work in their schools. Unless some uniform standard were used, a teacher might receive an unduly high mark from a principal who had a liberal standard of marking or an unduly low mark from a principal who had a critical standard of marking. It is found that the principals agree fairly well in their standards, but there is enough diversity to make necessary the intervention of some equalizing and adjusting body.

Exchanges of Districts.

The six district superintendents have exchanged districts three times in the last two years. They have for several years been engaged in the supervision of the public schools in the city, and have constantly been in conference on particular schools, particular principals, and particular teachers. In this way a fairly uniform standard has been fixed in their minds. If it is found that in the case of two schools which are regarded as on an equality, one of the principals has marked his teachers on an average, say, of ten per cent. higher than the other, the marks of the one school are lowered or the marks of the other school are raised until a just comparison can be made.

When a principal reports that the work of a teacher is inefficient the teacher's work is examined with special care by the superintendent of that district. If his opinion agrees with that of the principal he so reports to the superintendent of schools, who thereupon assigns some other district superintendent to visit the teacher under consideration. If his report corresponds to that of the other the teacher is put on probation by the superintendent of schools. During the period of probation the work of the teacher is examined with special care by the principal and one or more district superintendents. At the close of the period of probation the reports made are brought before the Board of District Superintendents, and a recommendation is formulated either restoring the teacher to good standing or recommending her for dismissal from the service.

Recommend as to Salaries.

Recommendations for fixing salaries.—Experienced teachers from outside of the city school may be given credit for experience if their work has been satisfactory. The duty of making these recommendations is left in the hands of the district superintendent.

Opening and closing of divisions.—When a principal of a school considers that his school is becoming too crowded and feels that he needs to open a new division, he fills out a blank showing the membership and seating capacity of his school. This blank is submitted to the Board of District Superintendents, and if they decide that the membership shown in the report justifies the opening of a new division it is so ordered. On the other hand, monthly reports of the schools of the whole city are regularly scrutinized; if the members in any of the schools fall below the required average, the question as to the cause of this decrease in membership is discussed, and if it is decided that the decrease will be permanent, one or more divisions are ordered closed. As a result the membership of the rooms thruout the city is kept comparatively uniform, and since the adoption of this policy a large number of rooms have been closed and a large amount of money in salaries saved to the Board of Education without increasing the burdens of the teaching force.

Policy Saves Money.

This policy was first undertaken at the time of the great financial stringency, and it was only thru the saving of money in this way that it was possible to keep open the schools thruout the year without serious reduction in salaries and other expenditures. Each year the Board of District Superintendents considered the needs of the entire city in regard to new accommodations for pupils in badly constructed buildings, in rented rooms, and in half-day divisions, and also the needs of playgrounds; the needs are all determined and all recommendations to be made are decided upon; they are listed in the order of their urgency. The fact that the district superintendents, by frequent transfer, have become familiar with all parts of the city and that the policy of acting as a board has given the superintendents a common interest in all parts of the city, enables them to do this work impartially and intelligently.

The same impartial treatment is adopted in recommending many other things, such as the location of new kindergartens, new manual training centers, new cooking centers, and the apportionment of funds for the purchase of reference books, supplementary readers, and the purchase of pianos. Formerly many of these things were given to the schools, not in proportion to their special need, nor with reference to any settled policy in regard to the city as a whole, but the whole matter depended simply upon the activity of the interested parties in pushing the claims of the various schools. As a result, some of the schools were furnished two or three pianos, while many others had none.

Find System Lacking.

Kindergartens were located indiscriminately in the poorer or wealthier districts of the city. At present the Board of District Superintendents keeps a record of the conditions of the pianos in all of the schools. Whenever the Board of Education authorizes the purchase of a certain number of pianos, examination is made of the list and recommendations

Some Recent Educational Developments in England.

By KATE STEVENS, London, England.

[Paper read before American Institute of Instruction—Revised by the author for THE SCHOOL JOURNAL.]

A brief survey of the main landmarks in English Public Elementary Education may enable us the better to understand the great changes that have already taken place and which are proposed in the Education Bill of 1906.

Grant to School Buildings.

The first Parliamentary grant of £20,000 in aid of school buildings was made in 1833. These funds were to be divided between the *National Society*, founded by a clergyman named Bell, in 1798, for Church of England schools, where the children should be taught the faith and doctrines of that Church, and the *British and Foreign Society*, founded by Lancaster, in 1801, at Borough Road School, where undenominational religious instruction was to be given.

In 1834 a grant of £10,000 was made for the erection of training colleges for teachers, to be also divided between the two above-named societies.

By 1838 there were in existence 714 Church and 187 British Schools.

Committee in Council.

In 1839 a committee of the Privy Council was appointed to superintend, and allot the sums of money voted by Parliament for school buildings.

Grants for Education.

In 1847 grants were also made to schools for educational, as well as for building purposes, and thus arose the "*Education Department*" of Whitehall.

International Exhibition.

The great Industrial International Exhibition under the auspices of Prince Albert (husband of the late Queen Victoria), was held in 1851. This was so successful that there remained a large profit of £186,436 (over $900,000). To this was added by Parliament a further grant of £150,000 ($750,000), and the South Kensington estate was then bought.

Science and Art Departments.

Here, in 1853, was opened the South Kensington Science and Art Department. It was at first placed under the Board of Trade, but in 1856 it was transferred to the Education Department at Whitehall, which had been formed in 1847.

Later, on the South Kensington site, were placed the South Kensington Museum, the Royal College of Science, the Central Technical College, and the University of London in the Imperial Institute Building.

Payment by Results—Robt. Lowe.

In 1861 Sir Robert Lowe, in his Revised School Code, introduced the pernicious system of "Payment by Results," by which grant-earning was often looked upon as the chief duty of teachers and the time-table arranged so as to include the largest possible number of grant-earning subjects. A teacher's standing was often judged by the percentage of passes or successes gained in examination, or in other words, by his grant-earning power.

This system of "*payment by results*," tho abolished in 1900 still leaves traces of its evil influence, in a tendency to a commercial spirit in educational work, and in the narrow and cramped outlook it fostered in many of the older teachers trained under its régime.

School Boards Created.

In 1870, Mr. Foster's Education Act created School Boards, and thus brought education within the grasp of every child in the land, and also formed the foundation of the great industrial awakening, which, in 1880, led to the formation and incorporation of the City and Guilds and of London Technical Institute.

It was mainly owing to co-operation between the City Guilds and the School Board for London that elementary public school education became more practical and useful, by the introduction into the Government code of manual training for boys and domestic economy for girls, as grant-earning subjects.

Mundella Code.

In 1881, Mr. Mundella, minister of education under the Liberal government, introduced reform into the Infant Schools of the country, by the introduction and encouragement of the employment of kindergarten methods. He also greatly developed the manual and domestic work among the older pupils.

The public elementary schools of England, as a rule, consist of three departments:

(1) Infants, 3 to 7

(2) Boys, 7 to 14, or older (16 is limit of grant-earning power), and

(3) Girls, each under its own principal or head teacher. The compulsory school age is 5 to 14. There are also Mixed Schools.

At the same time was also introduced the merit grant, to mark and encourage, by a larger or smaller grant per head, the various grades of efficiency in the schools. They were classified as "Excellent," "Good," "Fair," or "Bad," according to their results, as shown by inspection and examination conducted by an Inspector sent from the Education Department for that purpose.

Royal Commission for Technical Education.

In the same year (1881) a Royal Commission was appointed to inquire as to the various methods of technical instruction employed in other countries. Its report was issued in 1884, and greatly influenced the later legislation and educational development along those lines.

The educational year 1899–1900, was a very important one in the annals of English education, for then, in August 1899, was established one central authority for Elementary, Secondary, and Technical Education, viz.: the "Board of Education" which superseded the Education Department at Whitehall, and the Science and Art Department at South Kensington, and which also took over the educational powers of the Charity Commissioners. This came into force early in 1900.

By the act of 1899 all the educational administrative functions of the vestries and local boards passed into the hands of the borough and county councils, with the exception of the religious instruction of the Church schools, which were allowed still to remain chiefly under denominational management.

Consultative Committee.

Secondary schools were now, upon application, also to be inspected by men sent from the universities. A new body was formed called the "Consultative Committee," consisting of not less than two-thirds of persons qualified to represent the views

of universities and other bodies interested in education. On this committee are several women representatives.

Its work was to form a Register for Teachers, and to advise the Board of Education on any matters referred by them to it.

Thus the universities become a part of the national system of education for, to their former work, as an examining body, was now added the work of the Inspection of Secondary Schools, and of advising the Board of Education on educational matters. Then came a change of government from Liberal to Conservative. Mr. de Montmorency says in "National Education and National Life," "the weakness and incoherence of the two educational departments (*i.e.*, Board Department and South Kensington Department), combined with the energy of the great School Boards, had created a position that had to be reversed. The School Boards had pressed, in their laudable desire to give educational opportunities to all, the meaning of elementary education beyond its extremest limits, and in so doing had threatened the very existence of secondary education. They were anxious to compete with, rather than to feed, the secondary schools, and so arose a spirit of antagonism and overlapping which caused educational waste."

The secondary and proprietary schools were threatened with extinction by the most advanced primary schools, which took many of their fee-paying pupils, and also, in open competition, often obtained the best places in scholarships; and more than one of its ex-pupils eventually carried off the highest university honors.

About this time Mr. T. B. Cockerton, a district auditor, disallowed certain items in the accounts of the London School Board. The matter was submitted to the courts, and the famous "Cockerton Judment" was the result, which states that it "is not within the power of a School Board to provide, at the expense of the rate-payers, science and art schools, or classes under the science and art department in day schools, nor can a School Board provide, out of money raised by the rates, for instruction at evening continuation schools, outside of the curriculum, prescribed by the code issued by the education department for public elementary schools. To educate adults in such schools, by means of funds drawn from the rates, is beyond the legal powers of a School Board."

This judgment at once checked the higher work which was being successfully done by the School Boards and which had been directly encouraged by the Government education codes.

Special legislation was necessary to enable the School Boards to carry on their advanced work until a new law could be passed which would enable the best scholars of the elementary schools, instead of finishing their work in the higher grade or higher elementary schools, to pass on into the secondary schools.

Education Act. 1902-3.

By the Act of 1902 the School Boards of England, xcept London, which were directly elected for eduational purposes, were entirely abolished, and the ounty councils became the local authorities for lucation, in addition to their existing functions. hey now received for disbursement the Government ants and were empowered to raise, by local taxan, whatever further sums were needed for the pport of the schools under them. These taxes, ich had previously only been given to board ools, were now given equally to the denomina- al schools, the latter being allowed to remain fly under denominational management. It had proposed originally, in the bill, to leave them free as to management, but public opinion was so strongly against this, that some public trol over these schools (to the extent of two ou managers appointed by the local authority, to foundation managers), was obliged to be gi Thus began the acute form of the "religious q tion" which still agitates the country.

When School Boards were established in 1 the religious question came up. The Volunt Schools were under denominational control, a gave sectarian religious teaching, safeguarded the "conscience clause," whereby any parent of different sect, or for any other reason, objecting the distinctive religious teaching given at a specifi hour each day, might withdraw his child from suc instruction.

With regard to the new Board Schools a com promise called the "Cowper-Temple Clause" of th bill was agreed upon by which Bible reading and teaching and other religious exercises (as repeating the Lord's Prayer and the singing of hymns), of an undenominational character, were to be allowed at the option of the local authority, or School Board.

This arrangement on the whole worked well and smoothly till the Act of 1902, when great opposition arose to the support of Sectarian Schools by local taxes, without public control. This opposition steadily increased, and took eventually the form of "Passive Resistance" by the Non-Conformists, and rapidly spread thruout the country. It consisted in refusing to pay that portion of the education rate, which went to the support of sectarian schools, as long as they were not under public control. This led to about 80,000 summons cases before the courts in 1903, for non-payment of rates, when in most cases goods were distrained for a debt, and the excitement was intense. In Wales things came to a deadlock, because the county councils refused to pay over the local taxes to denominational schools.

The Denominational or Voluntary Schools were now known as Non-Provided Schools, while the Board Schools became Provided Schools.

Education Committee.

The county councils, which were, in many cases, already burdened with work, before the educational administration was added to that burden, were allowed to delegate their educational functions to an Education Committee, on which the council must appoint a majority of its own members, educational experts might be co-opted from the outside, and one or more of these must be women.

These Educational Committees had power over all the secular work of the Non-Provided or Denominational Schools over the appointment and dismissal of teachers, on secular or educational grounds only, while the head teachers were appointed by the sect, independently of the local authority, and were chosen on sectarian grounds. The assistant and pupil teachers could be appointed by the authority, irrespective of sect or creed.

In Provided Schools no sectarian instruction was allowed, while such might be given in Non-Provided Schools under the operation of the "Conscience Clause," so that any parent objecting to such teaching might, if he wished, withdraw his child. This chiefly applied to small towns or villages were there was only one elementary school for the children of the place.

Support of Schools.

For the support of these public elementary schools about half of the needed sum was to be raised from government grants, and the rest from local taxation. Some of the Non-Provided schools, however, took advantage of the option allowed of retaining and charging school fees, and therefore receiv-

portionately less government grants. The rest of the schools were entirely free, both as to fees, school apparatus, books, and stationery.

London County Council.

In 1903, the Education Act of 1902, already in force thruout the rest of the country, came into operation in London also, and the "Passive Resistance" movement became widespread in the metropolis, the Non-Conformists there, as in the country, refusing to pay that part of the local school tax, which would go to the support of religious instruction in denominational schools.

Good Results of Acts of 1902-3.

The Education Acts of 1902-3 while favoring sectarian schools, at the expense of the taxpayers, distinctly advanced the educational efficiency of the country, as they removed the "intolerable burden," as they termed it, of supporting their schools, from the sects, and enabled them to reach a higher level, both as to teaching power and general efficiency.

Unification of Education.

Another advantage was the unification of education in the country, by bringing elementary, secondary, and technical schools under government supervision by the Board of Education.

So much opposition was, however, roused by the above Acts on the religious question that the Liberal party at the general election in 1906 went to the polls pledged to obtain complete public control of all the public elementary schools, and also to abolish religious tests for teachers in these schools.

The country responded by an overwhelming majority for the Liberals, who thus went into office pledged to undo the mischief wrought by the former bill.

For the Act of 1902 there was no popular mandate, and the one-sided agreement whereby the Church retained the management of its schools, on the sole condition of keeping its buildings in repair, was repudiated at the general election early in 1906.

Education Bill of 1906.

The result was the Education Bill of 1906, which has just (June, 1906) passed its third and final reading in the House of Commons by a large majority, and is about to be sent up to the House of Lords where, no doubt, strong opposition, especially upon the part of the bishops, awaits it.

The fundamental principle of the bill is the complete nationalization of the English primary or public elementary schools. It states that "After the 1st of January, 1908, a school shall not be recognized as a public elementary school unless it is a school provided by the local education authority."

Section 8.

The most fiercely opposed clause is Section 8, providing for the compulsory sale or lease of voluntary schools held under trust. (A million pounds sterling is proposed to be given, as needed for the up-keep of these buildings. Sir W. Anson thinks this sum is inadequate.)

The *Journal of Education* (England) sums up the situation in the following words: "What the Bill says (to Denominational Schools) is 'Come to terms, if you can, with your local authority. If, by the end of the year, you fail to strike a bargain, your case must come before a legal commission. If you can satisfy this commission that you can give effect to your trust, you will be left in possession; if you cannot give a sufficient guarantee, they will award you such compensation as they think just, for handing over your school' [to the local authority]."

Section 4.

The Bill recognizes three types of schools: (1) Denominational, with "extended facilities"; (2) Undenominational; (3) Mixed. (1) Relates to what is termed "extended facilities." It is avowedly a concession to the Catholics (Anglican and Roman), but does not satisfy either party. Two mass meetings of protest have already been held at the Albert Hall in London, and others thruout the country. It states:

"In towns or urban districts with over 5,000 inhabitants, if the local authority consents or approves, and if four-fifths of the parents of the children attending request it, and if there is another school conveniently near, definite denominational instruction may be given in the time which would ordinarily be devoted to the teaching of undenominational religion. This teaching may be given by the regular teachers of the school, who may, or may not be, qualified to give it, as no tests of the teachers' religious belief, are to be allowed. This denominational, instruction must be given at the expense of the denomination."

(2) In the old Board or Provided School undenominational religious teaching, with a conscience clause, was the rule. This is to continue in these schools.

(3 The third type or class of schools is meant to meet the case of small places having less than 5,000 inhabitants, where there is probably only a single Voluntary School. Here the undenominational teaching is to be given three times a week, while twice a week denominational teaching may be given, if wished for by the parents; the religious instruction to be given at the expense of the denomination, and by outside teachers. This is greatly opposed both by the religious bodies and also by many of the teachers, who highly value the privilege of setting the highest ideals before their children, and striving directly to influence them to choose and do the right. They object to an outside teacher coming in to supersede them in this distinctly religious work.

Local Managers.

The Act of 1902 led to more and more centralization of the control of the schools, and of loss of power and consequent interest, on the part of the local managers of the public elementary schools. The present bill seeks to remedy this by delegating to the managers powers and duties, connected with the management of the schools, other than the appointment, salaries, and dismissal of teachers.

The value and humanizing influence of the local managers, who voluntarily give their time, thought, and energies to the schools, is sometimes apt to be overlooked. They form a link between the central authority, on the one hand, and the teachers, parents, and children on the other hand. Their tactful sympathy, helpful appreciation, and kindly encouragement are often invaluable to both teachers and children, while their practical acquaintance with the work, and with the special circumstances and environment of their schools, is no less valuable to the local authority.

Cost of Bill.

The cost of the new Act will throw an increased burden upon the ratepayer and taxpayer, but, to again quote The *Journal of Education*, "It is to the credit of the country, and speaks well for the public spirit of the present time, that we bear little of complaint or opposition on *that* score."

(To be continued next week.)

A High School Course in College English. II.

SECOND YEAR—FIRST TERM.

(1906-1911.)

By MAUD ELMA KINGSLEY, Maine.

(Continued from THE SCHOOL JOURNAL of September 29, page 239.)

Text-book Work.	*Reading.*	*Topics for Special Study.*
29. The "End-of-the-Century" Period in English Literature. 30. MATTHEW ARNOLD.	*Sohrab and Rustum.* (*Narrative Poem.*)	1. Classification of Poetical Composition. 2. Peculiarities in the style and treatment of *Sohrab and Rustum.* 3. Exquisite Passages from *Sohrab and Rustum.* 4. Nature Pictures from the Poem.
31. Development of Fiction in America. 32. First American Novelists. 33. Review 1 and 2. 34. HAWTHORNE.	*The House of the Seven Gables.* (*A Novel.*)	1. New England Witchcraft. 2. Hawthorne's Peculiarities of Style. 3. Types of Character in *The House of the Seven Gables.* 4. *The House of the Seven Gables* Compared as to treatment with *Cranford.*
35. Review 9, 10, 11.	*As You Like It.* (*A Comedy.*)	1. Plot and Plot Development of *As You Like It.* 2. *As You Like It* Compared as to treatment with *The Merchant of Venice.* 3. Literary Charm of *As You Like It.* 4. Character Study.
36. Review 6 and 7. 37. CHARLES LAMB.	*Essays of Elia.*	1. English Essayists. 2. Lamb's Place in Literature. 3. The Literary Charm of *Essays of Elia.* 4. *Essays of Elia* Compared as to treatment and style with *The Sketch Book.* 5. The Essay as a Distinct Form of Literary Composition. 6. *Essays of Elia* autobiographical.

SECOND YEAR—SECOND TERM.

Text-book Work.	*Reading.*	*Topics for Special Study.*
38. Character of American Literature during the Revolutionary Period. 39. Review 1. 40. GEORGE WASHINGTON. 41. DANIEL WEBSTER.	*The Farewell Address.* (*Oration*) *Bunker Hill Oration.*	1. Political Situation Inspiring both Speeches. 2. Characteristics of an Oration. 3. The Two Speeches Compared and Discussed as to Literary Merits.
42. Review 29. 43. ALFRED TENNYSON.	*Idylls of the King.* (*Narrative Poems.*)	1. The Arthurian Legend. 2. *Idylls of the King* Compared as to Treatment with *Sohrab and Rustum;* as to theme with *Miles Standish* and *The Lady of the Lake.* 3. Discussion of the word "Idyll."
44. Review 9 and 29. 45. RICHARD BLACKMORE.	*Lorna Doone.* (*A Novel.*)	1. Class of Fiction to which *Lorna Doone* belongs. 2. The Scene and Scenery of *Lorna Doone.* 3. *Lorna Doone* a Literary Masterpiece. 4. *Lorna Doone* Compared as to Treatment and Theme with *Cranford* and *The House of the Seven Gables.*

SECOND YEAR—THIRD TERM.

Text-book Work.	*Reading.*	*Topics for Special Study.*
46. Review 7 and 27. 47. THOMAS DEQUINCEY.	*Joan of Arc* and *The English Mail-Coach.*	1. Historical Basis of *Joan of Arc.* 2. Style and Treatment of *Joan of Arc.* 3. Comparison of the Two Essays. 4. Peculiarities of Style in *The English Mail Coach.* 5. The Two Essays Compared as to style and Treatment with *The Sketch Book* and *Essays of Elia.*
48. Eighteenth Century Literature. 49. The Age of Johnson. 50. OLIVER GOLDSMITH.	*The Deserted Village.* (*Didactic Poem.*)	1. Classification of Poetical Composition. 2. Characteristics of Didactic Poetry. 3. Plan of *The Deserted Village.* 4. The Political Economy of *The Deserted Village.* 5. Literary Charm and Excellences of the Poem.
51. Review 9, 10, 11.	*Twelfth Night.*	1. Twelfth Night Festivities. 2. Plot and Plot Development of *Twelfth Night* Compared with *The Merchant of Venice* and *As You Like It.* 3. Elizabethan Manners and Customs Studied from *Twelfth Night.*
51. Review 4. 52. JOHN MILTON.	*Milton's Minor Poems.* (*Lyric Poems.*)	1. Lyric Poetry; the Elegy. 2. *L'Allegro* and *Il Penseroso* Companion Poems. 3. Nature Pictures and Images from the Poems. 4. Characteristics of a Masque. 5. Allegorical Interpretation of *Comus.* 6. Literary Criticism of the Poems.

One of Caesar's Camps.

The archeologist's pick is continually making its way into the past, and bringing to light the works and ways of the ancients. The latest point of attack is Alesia, the Gallic stronghold where Vercingetorix made his last stand against Julius Caesar. The work, arduous and extensive, is undertaken by a French historical association. An account of the place and its prospects is printed in the Boston *Transcript.*

For many centuries the site of Alesia was uncertain. All questions in regard to its locality, however, were set at rest by Napoleon III., who made excavations in a plain just beneath the plateau of Mont-Auxois, not far from Dijon. Relying on an old monkish narrative and the Commentaries of Caesar, Napoleon searched for traces of Caesar's siege-works, and found them just where the records said they were, and in just the form described. He also found places where Caesar had stabled his horses, close to the river. Even in their smallest detail the remains tallied so exactly with the record that there could no longer be a shadow of doubt as to the situation of Alesia.

Tho Napoleon III. unearthed Caesar's camp in the plain, he left the top of Mont-Auxois untouched, and it is there the Semur Archeological Society will carry out its work. To-day, the entire plateau is covered with corn-fields and potato patches. Beneath, to be revealed, one may picture a Gallo-Roman *oppidum*, with its temples, its theaters, its baths, its palaces, its amphitheater, and its forum.

There are enough evidences to prove that the dream of the archeologist is founded on fact. Heaps of coins, gold, silver, and copper, have been accidentally unearthed on top of Mont-Auxois. Jewels, weapons, bronzes, significant inscriptions—one in pure Latin, dating from the first century—have been discovered.

Last September a congress of archeologists and historians assembled at Alise. To impress them with the importance of the forthcoming excavations the superintendent of Napoleon's operations had several trenches dug, absolutely at random, in the corn-fields. One of these trenches laid bare the porch of a Roman theater. A shallow ditch, nowhere more than a yard deep, was made clear across the plateau. This brought to light walls, wells, pavements, to say nothing of medallions, pottery, and fragments of statuary.

It is not merely to recover lost vestiges of Roman Gaul that Mont-Auxois is to be explored. The French archeologists look for remnants of a pre-Roman Alesia. A legend makes Hercules the founder of the ancient city. Students connect it with Phoenician settlers, one thousand years before the Christian era. Older still, the name is traced to an Iberian source.

—*Youth's Companion.*

Western School Notes.

BY MARY RICHARDS GRAY.

Mr. Thomas O. Crawford, twice elected by the Democratic party to the office of Superintendent of Schools in Alameda County, is to run again for the position as the candidate of the Independence League. A native of Maine, he has long been associated with schools in California, and has brought himself into prominence as a pioneer in the field of industrial education and manual training as great factors in the development of children. Thruout Alameda County, and particularly in Oakland, where Mr. Crawford has his home, he has thoroly incorporated these ideas in the common school system.

Because of the enforced vacation in April and May the School Board of Berkeley decided to cut out the usual Christmas vacation, but not only pupils, but parents also, object to this, and have expressed their views on the subject by circulating petitions asking for the mid-winter holiday.

The aged mother of Mr. Luther Burbank, the eminent scientist who resides at Santa Rosa, is failing very fast it is said. She was the first who nurtured in her son a love of flowers, and often tells how the pressing of a blossom into his baby fingers would suffice to drive away tears.

Foreigners the world over admit the efficiency of the public school system of the United States, and with the idea of inculcating new life into British schools, five hundred teachers are to tour our country studying our educational institutions. The five hundred are to represent every class from kindergartens to the great universities. Ireland wants one hundred and fifty more permits, and Wales more than her alloted number. Members of Parliament have offered to help defray expenses. The London agents of the Southern Pacific and the Santa Fe, are at work trying to induce as many of these teachers, who are to come in small parties, between November and March, as possible to tour the West, California in particular.

In San Francisco, the School Directors have adopted resolutions calling on the Supervisors to proceed at once with the erection of bond-issue schools to the number of fifteen, these being specifically mentioned in addition to the twelve asked for on the 22d of August. These two sets of buildings include all the bond-issue schools to be erected, except the one designed to house the Lowell High School and the Girls' High School under one roof. The proposition combining these two schools is to come up for consideration very soon. .

The teachers of San Francisco are still clamoring for their salaries for the full twelve months of the present year. Their grievance is that they have had vacations forced upon them and are being docked for these vacations. Recently there has been another vacation, not the usual one scheduled for October, and the money appropriated for the teachers' salaries is being turned into other channels. They have back of them the charter and political code. The former provides that the salaries shall be paid in twelve monthly payments; the latter that "out of the teachers' salary fund shall be paid the salaries of all teachers holding in the fiscal year, positions which existed in the preceding fiscal year. No other demands whatsoever shall be paid out of such fund. The allowance, audit, or payment out of a teacher's salary fund in violation of this act, may be enjoined by the suit of any teacher whose salary is payable from said fund."

The sum of $1,160,000 was set aside for salaries for this present year, and the teachers object to a cut. Those receiving ordinarily $600 a year will get docked $180, day teachers, one-sixth of their yearly salary, high school teachers two-fifths of the regular amount. This month there are some who will get only $25. Those in authority say that if the money can be found they are willing to grant it to the teachers who are within their rights in demanding full payment for their services. The matter has been laid before Mayor Schmitz to be settled before he starts off for a trip to Europe.

On the first of October there was a general change around in the San Francisco schools occasioned by the opening of several new schools and the reopening of the Chinese Primary School, now called "The Oriental Public School." This is a step in the upbuilding of Chinatown. As Portsmouth Square is to be filled with temporary refugee shacks it is more than likely that many Chinese will be quartered in them.

The Nutley, N. J., Board of Education authorized Superintendent Meredith to take whatever methods he chose to raise funds for the rebuilding of the San Francisco schools. Mr. Meredith has decided to set aside a special day to take up a collection. No child in the grammar grades will be allowed to give more than five cents, and in the high schools more than ten cents. Besides asking for contributions from teachers, the Board will ask for donations from patrons of the free lectures which are given under its auspices at the Park School Auditorium.

Professors George Davidson, A. O. Leuschner, George Louderbach, of the California State University, T. J. McAdee, of the Weather Bureau, and Father Richard, met September 27 in the California, in Union Square, and organized "The Seismological Society of America." The purpose of this club is to gather and disseminate information regarding seismic disturbances the world over. Membership of four classes—patrons, active, life, and honorary—is open to every one.

The Board of Education estimates that the damage done to the schools during the time they were used as headquarters and storehouses for the relief committee, was $6,554. Window glass was broken, chairs, desks, and even stoves were carried off. The committee to whom the bill was presented offered to settle for $400, an offer which was not accepted. The Board of Education propose going before the committee in a body and stating their claim which they say is very conservative.

Lincoln Post No. 1, G. A. R., has presented the Clement Grammar School with a handsome American flag. On Monday, October 1, flag raising exercises took place at the school on Geary Street.

The State University of Utah is planning to incorporate with the State Agricultural College after the plan of the University of California. The committee appointed by the Governor to inquire into the feasibility of uniting these institutions have just tendered a report to the effect that the plan means the saving of over one million dollars in fifteen years. This saving will result from the use of one instead of two sets of apparatus now required to operate the two institutions. And, too, the committee says that where an agricultural college is made part of a university, with "culture" and engineering colleges, the growth of the former equals that of the latter. Without doubt the schools will unite.

Sweetness and light are best for the pupils. They are best for the teacher, too. The habitual thinking and saying things that spread joy abroad is a special acquisition that neither money nor labor can supply. It was this habit that developed a Francis of Assisi, a Florence Nightingale, a Maud Ballington Booth. The world is a better place to be in because of the loving thoughts lived by these great souls. They did more for mankind than Cæsar, Napoleon, or Crœsus.

Notes of New Books.

MOREY'S OUTLINE OF ANCIENT HISTORY. By William C. Morey, Professor of History and Political Science, University of Rochester. Author of Outlines of Roman History, Outlines of Greek History, etc. In this book, Professor Morey has successfully followed the plan of treatment of his Greek and Roman histories, but while the present volume covers the same ground, it supplies the need of a one volume course in Ancient History, meeting fully the college entrance requirements, for schools which cannot devote more time to the subject. The matter is so arranged as to indicate the historical relations of the countries treated, and the contributions which each has made to the progress of mankind. The stages in the growth of ancient civilization are clearly shown. The history of the Oriental countries illustrates the beginnings of man's industrial life, and the initial stages in religion, art, and science. The Greek world is treated as especially distinguished for the growth of political liberty and of a high stage of culture. In describing Rome, emphasis is laid on the Roman genius for organization, and the development of a universal system of government and law. While the book is written in the clearest and simplest manner, it develops in the pupil's mind a scientific spirit, indicating the relation of special facts to general movements, and of these latter to the growth of national character and institutions. The topical method of treatment is followed thruout. Irrelevant matter has been excluded, and the facts selected carefully arranged. The illustrations are numerous and of a high order of merit. The helps to pupils include a synopsis for review and a list of references for reading at the end of each chapter, and a series of twenty-one "Progressive Maps" which indicate important geographical changes. (Half leather, 8vo., 550 pages, with maps and illustrations. Price, $1.50. American Book Company, New York, Cincinnati, and Chicago.)

MODERN BUSINESS ENGLISH, by Carrie J. Smith and D. D. Mayne is heartily commended for consideration to business schools and colleges, to the young men and young women in business or planning to enter upon business pursuits, and to any others who are desirous of mastering what the title of the book suggests—modern business English. It is unique, practical, and filled from cover to cover with material that is sensible.

A few of the chapter titles will suggest the character of the contents: Letter-writing; the sentence; the form of a business letter; parts of the letter in detail; parts of the sentence; the body of the letter; the elements of the sentence; variety of expression; folding a letter; structure of the sentence; drill on kinds of sentences; qualities of a good business letter; rules for the comma; parts of speech; letters of inquiry; orders; dunning letters; remittances; letters of application; letters of recommendation; telegrams; how letters are filed; restrictive and non-restrictive clauses; informal social letters; want advertisements; descriptive writing; prepositions, etc., etc. But in naming these titles the half has not been told. It is the general applicability of the material to every-day business life that makes the value of the book. (Powers & Lyons, Chicago and New York.)

Three essays by Dr. Ernst Mach, which originally appeared in the *Monist*, and which were later partly incorporated in the author's *Erkenntniss und Irrthum Skizzen zur Psychologie der Forschung*, have been translated by Thomas J. McCormack, principal of the La Salle-Peru Township High School. The title of the volume is SPACE AND GEOMETRY IN THE LIGHT OF PHYSIOLOGICAL, PSYCHOLOGICAL AND PHYSICAL INQUIRY. Dr. Mach treats of the errors in our conceptions of space, which have crept in thru our senses, and thru such feelings as "upness," "downness," "farness," and the like. That such feelings have been present in our concept of space and have materially modified our systems of measurement is clearly demonstrated. As Dr. Mach expresses it, "Our notions of space are rooted in our *physiological* organism. Geometric concepts are the product of the idealization of *physical* experiences of space. Systems of Geometry, finally, orignate in the *logical* classification of the conceptional materials so obtained." (Open Court Publishing Co., Chicago.)

In the NEW CENTURY SERIES appears the Quincy Word List, revised by Frank E. Parlin, A.M., Superintendent of Schools at Quincy, Mass. The words are divided into eight yearly lists with a supplementary list. There are also lists of "Words Often Mispronounced," "Words Frequently Confounded," "Homonyms," etc. In the very helpful suggestions to teachers which precede the lists of words, there occurs this paragraph:

"Aim not only to secure correct spelling, but the incorporation of the words into the pupils' working vocabulary. The teacher should not be satisfied with merely the correct arrangement of letters in a word, but should help the pupil to its accepted meanings and intelligent use." (Silver, Burdett & Co, New York, Boston, Chicago.)

That so few men and women of to-day do or indeed can read the classics in the original, is a fact often noted and deplored. We feel, however, that we have some excuse. The first steps were so hard and so disagreeable that we hurried thru them as fast as possible, and when we reached the actual reading of the languages we had been struggling with, were already prejudiced against them. This was chiefly due to the methods of teaching then in vogue and the text-books used. The aim of these books seemed to be to cram down the throat of the beginner the complete grammar of a language, without thought of the mental indigestion which must ensue.

Alexander J. Inglis and Virgil Prettyman, both of the Horace Mann School of New York City, have prepared a FIRST BOOK IN LATIN, which is far removed from this old ideal; the lessons progress gradually and systematically, and when the end of the book has been reached the pupil has covered all the grammatical points necessary or in fact wise for one who is to commence the reading of Caesar or other easy Latin. The vocabulary which he has acquired is one which will be of the most aid to him in his first plunge into the classics, and will serve as a sound foundation for building up a full reading knowledge of the language. The appendices contain a general summary of the rules given thruout the text, and paradigms presenting the inflections of the various parts of speech in orderly form. (The Macmillan Co., New York.)

Everett T. Tomlinson has collected a number of his short stories into a small volume entitled THE WAR OF 1812, which appears in the STORIES OF COLONY AND NATION series. The stories, which are all founded on historic fact, are full of life and interest. Many of the stories have to do with almost unremembered heroes, whose bravery, coolness, and resourcefulness, should be an inspiration to every American boy and girl.

Others relate instances in the lives of men prominent in the country's history. Among these are Oliver Hazard Perry, Winfield Scott, and Andrew Jackson.

In comparison to its importance little has been written about our second war with England, which is available for young folks. When we consider how severe a test of our ability to stand on our own feet as a nation this was, and how well we passed thru it, the importance of interesting pupils in this period will be evident. (Silver, Burdett & Company New York.)

Edward S. Morse, a member of the National Academy of Sciences, has written a delightfully interesting book on MARS AND ITS MYSTERY. Mr. Morse, in his preface, argues that one "familiar with a general knowledge of the heavens, a fair acquaintance with the surface features of the Earth, with an appreciation of the doctrine of probabilities, and capable of estimating the value of evidence, is quite as well equipped to examine and discuss the nature of the markings of Mars as the astronomer." His discussion of the subject is based on his observations made in the Lowell observatory at Flaggstaff, Arizona, where he stayed for about a month, using the great telescope every night that observation was possible.

Mr. Morse, in his work, steadily refused the assistance of Dr. Lowell, in order that he might see how much of the discoveries of trained astronomers would appear to an average man, and how they would impress such a man. After this he studied more carefully the various theories formulated to explain the origin of the lines which exist on Mars, and many of which the author had himself seen.

His conclusions with regard to the theories of those who have sought to make the existence of intelligent life upon the planet seem ridiculous, may be summed up in the words of Percival Lowell, with which he heads one of his chapters: "Snow caps of solid carbonic acid gas, a planet cracked in a positively monomaniacal manner, meteors ploughing tracks across its surface with such mathematical precision that they must have been educated to the performance, and so forth, and so on, in hypothesis each more astounding than its predecessor, commend themselves to man, if only by such means he may escape the admission of anything approaching his kind." (Little, Brown & Co., Boston, Mass.)

The series of BLODGETT READERS, by Frances E. Blodgett and Andrew B. Blodgett, the latter Superintendent of Schools, Syracuse, N. Y., now includes a Third Reader. The authors in this series of readers have endeavored to make the gradation so careful that the pupils will not experience difficulty as they advance. In the preface their object is well expressed: "Following the plan of the three books of the series already published, the aim has been to present reading matter that is interesting and instructive, and at the same time adapted to the age and comprehension of the pupils of this grade. It is selected from the best available literature. A number of the stories will lead to discussion and investigation along the lines of geography, biography, history, manufactures, and commerce, and the usual activities of adult life, about which children think and wonder." The Third Reader is well illustrated, is attractive in form, and is clearly printed in large type. (Ginn & Co., Boston and New York.)

The Educational Outlook.

President M. Carey Thomas, in addressing the students of Bryn Mawr at the opening of the College, urged them not to barter their educational birthright for a mess of pottage in the form of card-playing, entertaining, and theaters. Of the former she speaks in the following terms: "Card playing is all right for old ladies and gentlemen, who, nearing the end of life, have little to do, but you young women are at the outset, and have a definite work before you and have an aim in life, so it is foolish to waste valuable time in such profitless ways."

Mrs. Ida L. M. Fursman, president of the Chicago Teachers' Federation, has induced some of the school trustees to start a movement for investigation into the methods of ventilation in the schools. In a number of schools, even where expensive plants have been established for the purpose, the ventilation, it is claimed, is poorly managed.

The teachers of Lancaster, Pa., are rejoicing in the prospect of an advance of salaries. This is the result of a report of the special committee appointed by the School Board to consider an increase of salaries in certain grades. The committee, after its investigation, advised an advance for all grades.

The following changes in the staff of the New York State Education Department have been announced by Dr. Andrew S. Draper, State Commissioner: J. M. Thompson, of Penn Yan, lecturer at Farmers' Institute, becomes institute conductor, at a salary of $3,000; E. C. Jones, of Albany, is promoted from the position of examiner in pedagogy to be a lecturer at Farmer's Institute, salary $2,500; Miss J. K. Weatherlow, examiner in English, is promoted to the position of instructor in English at Teachers' Institute.

At the beginning of this, the eighty-second year of the University of Virginia, the total enrolment is 741, the largest in the history of the University. A number of additions to the faculty have been made, as follows: Professor of Economics, Dr. Thomas Walker Page, of the University of California; Professor of Pathology, Dr. Charles H. Bunting, of Johns Hopkins; Professor of Logic and Psychology, Dr. Bruce R. Payne, of William and Mary College; Associate Professor of Biblical History and Literature, Dr. W. M. Forrest, of the University of Chicago, and as adjunct professors, C. M. Byrnes, L. G. Haxtan, and E. B. Setzler.

At the meeting of the Pittsburg Teachers' Institute, held on October 6, the following officers were elected: Vice-president, C. B. Cook, Allen School, and H. W. Fisher, Washington School; Executive Committee, (two vacancies) Mary E. Norman, Grant School, and Belle S. McMillen, Sterrett School; secretary, Margaret Johnson, Highland School. Supt. Samuel Andrews is president (*ex-officio*).

There are many important uses for antikamnia tablets. Everybody who is out in the sun should take an antikamnia tablet at breakfast and avoid entirely that demoralizing headache which frequently mars the pleasure of an outing. This applies equally to women on shopping tours and especially to those who invariably come home cross and out of sorts, with a wretched "sightseers' headache."—*The Chaperone.*

A discussion has arisen in Philadelphia regarding the admission of boys to the Trades School before they are fifteen years of age. It is argued by many that, as children must, according to law, begin their schooling at six, by the time they are thirteen most of them have passed the sixth year and are fitted to take up the work of the Trades School. It is at this point, the end of the sixth year, that most of those not intending to go thru the high school drop out. They would be less likely to do this if they could enter this school without waiting until they are fifteen. The work required is in no way too difficult for them, and at seventeen, after a four years' course, they would be fitted to take up the trade for which they had prepared.

Philadelphia is facing the problem which has come up at one time or another in most of the large cities. It has been estimated that 2,000 pupils who have no claim on the city are being educated at its expense. The cost per pupil of the Philadelphia schools is $26.57. This means that more than $50,000 is being expended annually upon outsiders and the Board of Education rightly feels that it cannot afford the outlay.

An ordinance providing for the erection of twelve portable school buildings, has been favorably reported to the city council of Philadelphia. The buildings, which will accommodate between forty and fifty pupils each, will be erected in the school yards in neighborhoods where the schools are not sufficiently large. The number of children between the ages of six and sixteen years for whom there are not educational facilities is estimated by Superintendent Brumbaugh to be between 2,000 and 3,000. Each of the portable buildings will cost $2,500.

Mr. H. C. Krebs, superintendent of the schools of North Plainfield and of Somerset County, N. J., rendered a most encouraging report to State Superintendent C. J. Baxter. The report shows a total enrolment of 6,417 in Somerset County. Daily attendance has increased twenty-nine per cent., and tardiness has decreased by 1,301 cases. There is a marked average increase in the salaries paid to teachers. Superintendent Krebs also calls attention to the willingness shown by voters to bear additional taxation for purposes of school improvement.

The public schools of Portland, Ore., report an increase in attendance of more than sixteen hundred. This will force the board of school directors to furnish additional accommodations for the pupils.

A great dearth of teachers is reported both in Oregon and Washington.

Ten addresses, delivered by Andrew S. Draper, LL.B., LL.D., Commissioner of Education for New York State, have been published in pamphlet form by the Education Department. The titles included are the following: "The Mayflower: Fore and Aft;" "America's Educational Debt to the Dutch;" "The University President;" "Address at the Inaugural Exercises of President James at the University of Illinois;" "Remarks at Southern Educational Conference, Columbia, S. C.;" "Synopsis of Remarks at State Teachers' Association, 1905, at Syracuse, N. Y.;" "Inborn Qualities in the Character of General Grant;" "Factors in the Making of the Medical Profession;" "Abstract of Remarks at New York State Grange, 1906, at Geneva, N. Y.;" "The Trend in American Education."

Last week the Pittsburg Teachers' Institute held its annual meeting for reorganization. The assembly was addressed by Dr. Martin G. Brumbaugh, who recently resigned from the faculty of the University of Pennsylvania to take charge of the public schools of Philadelphia. His subject was "Current Educational Problems." The Institute has about 1,200 members.

The teachers of New Jersey are to be congratulated upon the growth of their Retirement Fund. At the recent meeting in Trenton, Hon. Frank O. Briggs, State Treasurer and custodian of the fund, reported that it amounted to $98,000, of which $95,000 was invested, and $3,000 awaited investment.

In California there is a crying need for more teachers. The Co-operative Teachers' Agency announces that it is short 165 teachers for the fall term. The superintendent of schools in a town near Los Angeles had engaged twenty-three teachers. When the day for opening arrived but three of the number reported for duty, the others having secured better positions.

Many of the children who were withdrawn by their parents from the Pittsburg public schools after Bishop Canerin's edict that Catholic children should attend parochial schools, have returned. This is due to the fact that many parents have secured the privilege of having their children allowed to leave school on certain days for religious instruction.

A decided increase in the school tax levy in Chicago is expected. A member of the Board of Education has stated that $4,000,000 will be needed by the building and grounds committee. Architect D. H. Perkins, has suggested that new buildings contain forty-one rooms, instead of twenty-seven. By this means, he claims, the per capita cost would be $126.83, which is less than the cost of any of the recent school buildings erected in the city.

The adoption of the new plan would, however, necessitate the appointment of assistant principals, as forty-one rooms would be more than one man could look after.

Industrial Education in Georgia.

By the child labor bill passed last June in the Georgia Legislature, thousands of children will leave the factories on January 1, 1907. Thruout the State the grammar schools are overcrowded and many of the children will be unable to find places. In this grave condition of affairs G. Gunby Jordan, president of the Eagle and Phoenix Cotton Mills and a number of prominent business men o Columbus, have come forward with a partial solution of the problem. They have founded the Secondary Industrial

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School, which will furnish a thoro training in the trades to the children of the factory operatives. The important industries of Columbus are all represented; special attention is naturally given to the cotton industry in all its branches.

There is need in Columbus for skilled labor and the graduates will find their services in demand. The length of the course is four years, and it will include in addition to the distinctively industrial work, courses in shorthand, domestic science, and the like.

Girls to Have Pockets.

In one of the leading high schools of Denver, the principal has ordered the girls to have pockets placed in their dresses. A number of the girls lose their purses each day, as a result of the lack of a proper place to keep them.

That the purses are returned to the office the principal considers a proof of a high standard of honesty among the pupils. "But," he adds, "mothers have no right to put temptation in the way of children in that fashion."

High School Fraternities.

A movement is growing all over the country against high school fraternities and secret societies of all kinds. Many educators feel that these organizations are inimical to the democratic spirit which should characterize our public schools. Exclusion from these societies is natually a cause of jealousy among the pupils. In many places action has been taken by the authorities in the matter. In Springfield, Mass., the subject was brought before the public by a series of open meetings at which both sides of the question were thoroly discussed. The committee there appointed decided unanimously against such societies. In Chicago, the University High School is requiring a pledge from the pupils, stating that they do not, and will not belong to any secret society while members of the school

Doylestown Farm School.

The National Farm School at Doylestown, Pa., recently held its "Fall Day." Many visitors attended the exercises and inspected the beautifully kept grounds and buildings. Among the speakers were ex-Governor James A. Beaver, of Pennsylvania, Seligman Strause, of New York, and Rev. J. H. Landau.

The work of the school is teaching young Hebrews scientific farming. Many of the pupils go West and teach the immigrants constantly arriving how to secure the best results from their labor.

School Savings Methods.

The Board of Education of Topeka Kan., is considering a plan to encourage pupils to start savings bank accounts.

The plan as in use in a number of cities is as follows: One day each week the teacher receives the pennies and nickels which the children have saved during the week and gives them slips stating the amount received. When these slips amount to a dollar the principal issues a certificate to the owner, who takes it to the savings bank, redeems it and deposits the dollar.

The first object is, of course, to induce pupils to form the habit of saving, but in addition to this there are a number of other benefits secured, including practical knowledge of banking methods. In a number of cases boys who had formed the cigarette habit have given it up to add the money they had been spending in this way to their savings. The chief difficulty to be met is deciding the amount which must be reached before the children are permitted to withdraw their deposits.

Philadelphia Retirement Fund.

The Board of Education of Philadelphia has decided to ask the City Council to increase the item for the retirement of teachers from $10,000 to $50,000.

Teachers wishing to join the fund, who have served for ten years or less, will contribute one per cent. of their salaries. Teachers who have served for a longer period will contribute two per cent.

Thirty years of service will entitle the members of the fund to retire at an annuity amounting to one-half of their salary at the time of retirement. The fund will be under the control of the Board of Education.

Philadelphia expects to spend over six millions of dollars on public schools next year. The principle items are: Salaries, $4,015,000, new building sites, $686,972, repairs to schools, $350,000, evening schools, $90,000.

At the meeting of the Board, at which these expenditures were decided upon, Secretary Dick suggested that at the next meeting of the Legislature at Harrisburg, legislation be secured which shall provide that the city's share of the State's appropriations for schools be paid directly to the Board of Education instead of to the city treasury. The amount of money involved is $900,000.

Dr. Brumbaugh, superintendent of schools, is very hopeful of the success of his efforts to have the next meeting of the National Educational Association in Philadelphia.

St. Louis Teachers' Society.

The first meeting of the St. Louis Society of Pedagogy, was held recently with a large attendance. Miss A. C. Fruchte is president, and Miss Kate L. Cunningham, secretary. Among the new features which will mark the work of the Society this year is a course for the study of the education of defective children, which will include ethnological differences among children, industrial training, and parental schools.

Assistant Supt. John S. Collins, in his course on the history of education, will show the gradual influence of certain ideas in the development of pedagogical practice. There will also be courses in psychology, school-room pedagogy, literature, French, and Spanish.

Other courses will be started later in the season, and the prospects for a prosperous year are bright.

An Interesting Memorial.

More than thirty years ago six members of the Loomis family, who had no lineal heirs, decided to leave as a memorial of their family a free educational institution. For this purpose the Loomis homestead at Windsor, Conn., was purchased from the member of the family owning it at the time. This house, a part of which was built by Joseph Loomis, the founder of the family, in this country, shortly after his arrival in 1638, and which is filled with many interesting pieces of old furniture and relics, had never before been transferred by deed.

The trustees have already a fund of over a half million dollars from the Loomis family, which will be increased upon the death of Mrs. Mary H. Loomis, of Chicago, to at least two millions.

The incorporators of the Institution wisely left the determining of the character of the work to be done to those who should be in charge of the fund at the time that it is opened. By the provisions of the charter "free and gratuitous education" will be provided "for all persons of the age of twelve years and upwards to twenty years," who can already read and write, and are capable of "resolving questions in the four rules of arithmetic," and who have an elementary knowledge of grammar and geography.

In case more students apply than can be accommodated, preference will be given, first to those of the Loomis family and blood, then to those of the town of Windsor, and next to those of the State of Connecticut.

At present it seems likely that some branch or branches of technical instruction will be decided upon, as this field offers great opportunity for usefulness.

As the amount of money now held by the corporation is sufficiently large, steps will shortly be taken toward preparing the grounds, etc., for the opening of the school.

Corporal Punishment for St. Paul

The St. Paul School Board has adopted a suggestion of Superintendent Heeter in favor of corporal punishment. This can be administered only by the principal of the school, after permission in writing has been obtained from the parents or guardian of the pupil.

Mr. L. S. Heeter, the new superintendent of the St. Paul schools was formerly assistant superintendent in Minneapolis, where this form of punishment has always prevailed, and where he was doubtlessly favorably impressed with its results in the schools of that city.

Washington.

Supt. W. E. Chancellor, of Washington, intends to ask for an additional appropriation of $5,000 each for the white and the colored night schools of that city.

The committee appointed by Congress to decide upon the selection of new school sites and the abandonment of buildings no longer considered suitable for use, consists of Col. John Biddle, District Engineer Commissioner, chairman; James Knox Taylor, Supervising Architect of the Treasury, and Dr. Chancellor.

A great deal of excitement has been caused in the city by an alleged attempt to appoint other teachers to the colored night schools than those who had previously been approved by Dr. Chancellor.

Mr. R. J. Tracewell, controller of the Treasury, has rendered a decision in regard to the payment of salaries to the teachers of Washington, D. C. According to this decision salaries are paid in ten equal installments of the yearly compensation, and not in twelve.

The question arose from the contention of some of the Washington teachers that they were included in the provisions of the act of April 28, 1904, which orders "That the annual compensation of officers, agents, and employes of the United States for services rendered subsequent to June 30, 1904, shall be divided into twelve equal installments, one of which shall be the pay for each calendar month."

Judge Tracewell based his action upon a decision of the Attorney General which declared that "officers and employes of the District of Columbia are not officers and employes of the general Government of the United States, but of the municipal corporation known as the District of Columbia." This will settle a question which has been much discussed by the teachers of Washington.

The School Board of Washington, D. C. has voted to permit pupils to contribute to the fund for the purchase of seeds for the school gardens. This action was prompted by the desire to give the children some proprietary feeling with regard to the flowers which they raise in their gardens. As the sum to be asked by the teachers is only a penny, it will not be felt as a burden by any of the parents. If this gives the little gardeners a greater interest and pride in their work, it will indeed be a penny well spent.

Inland Empire Teachers' Association.

The Inland Empire Teachers' Association held its eighth annual session at Spokane, Wash., April 5 and 6. About 300 teachers were in attendance, representing Washington, Montano, Idaho, and British Columbia.

Supt. J. A. Tormey, of Spokane, as president, had arranged an excellent program.

Possibly the most significant action taken by the Association was a resolution endorsing the merit system of paying teachers. It read as follows:

"Believing that attendance at educational meetings, the reading and study of professional literature, and the encouragement of educational activities result in an increase of efficiency and enhancement of value of the teacher to the school and the community, therefore, be it resolved, that we do hereby recommend to those who have in charge the recommendation and employment of teachers that by an increase in salary beyond the ordinary salary, they do recognize such increased efficiency and enhanced value.

Committee { W. E. HARMON. L. R. TRAVER. H. M. SHAFFER.

The Spokane Chamber of Commerce, with its usual spirit of enterprise, paid all the incidental expenses of the Association, so that there were no fees required of the members. The music and refreshments for the evening reception, the trolley ride about the city, and the printing of the programs was all provided from this fund.

Lewiston, Idaho, was chosen as the next place of meeting.

The following officers were elected for the next year: President, O. J. Craig, Missoula, Mont.; first vice-president, G. F. Bond, Walla Walla, Wash.; second vice-president, L. R. Traver, Pendleton, Ore.; third vice-president, Miss May E. Scott, Boise, Idaho; secretary, H. C. Calhoun, Lewiston, Idaho; treasurer, H. C. Sampson, Pullman, Wash.; executive committee, R. U. Wright, Lewiston, Idaho; H. M. Shaffer, Cheney, Wash.; James A. McLean, Moscow, Idaho.

Commercial Education Abroad.

Frank V. Thompson, principal of Boston's new Commercial High School, has recently completed a study of similar schools in Europe.

In most European countries these schools form an integral part of the educational system. The Swiss and Italian Governments grant liberal subsidies for encouraging this branch of education.

Germany has developed an elaborate system, which includes first a school for elementary training for boys up to the age of sixteen or seventeen years, then a higher school of commercial training, and finally the commercial university, as thoro and advanced in its line of work as are the other universities of that country in theirs. Then there is the apprentice institution, which all apprentices must attend for ten or twelve hours a week, for at least three years, to receive class instruction in the trade which they are learning.

France, too, has an admirable system of commercial schools. England, like this country, is behind in this department of education, but is rapidly coming to realize the need for such work.

The Experimental West.

Dr. George H. Locke, in addressing the teachers of Winnipeg, Man., spoke of the readiness with which new educational methods were received in different parts of the United States.

"The West in the United States—and particularly the Middle West," he said, "is essentially the land of experiment. It would be difficult, if not impossible, to name any experiment in education during the past decade that has not had its origin and its trying time in the Middle West. After the West has tried out some new educational theory and found that it worked, the East is prepared to look into the experiment. If, however, as often happens, the experiment tried by the dauntless West is not successful, then the sober, sensible Easterner says 'You see just where these hot-headed adventurous Western fellows land. Why are they not sensible as we are and work by evolution, not revolution.'"

Mr. Stockton's Chickens.

When Frank Stockton started out with his Rudder Grange experiences, he undertook to keep chickens. One old motherly Plymouth Rock brought out a brood late in the fall and Stockton gave her a good deal of attention. He named each of the chicks after some literary friend, among the rest Mary Mapes Dodge. Mrs. Dodge was visiting the farm some time later, and, happening to think of her namesake, she said: "By the way, Frank, how does little Mary Mapes Dodge get along?"

"The funny thing about little Mary Mapes Dodge," said he, "is that she turns out to be a Thomas Bailey Aldrich."—*Everybody's Magazine.*

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New York City.

President Winthrop, of the New York City Board of Education, in explaining to the Board of Estimate the necessity for the increase required by his Board, emphasized the need for revised legistion. He pointed out the necessity for a law which will provide that school funds should increase with the growth in school attendance, and not with the increase in property assessments, as provided by the present law. This increase in property assessments is never in proportion to the increase in school attendance.

Thirty-five young men were graduated recently from the schoolship *St. Marys*. Most of them are preparing to ship either on some deep-sea vessel or in the services of one of the trans-Atlantic lines. Commander Hanus speaks in the highest terms of the class which has just been graduated, and the young men are certainly a fine looking set of navigators.

Sixteen of the free lecture courses given in New York will be devoted to "First Aid to the Injured." These courses will consist of five or six lectures, respectively, and will be illustrated by stereoptican views and demonstrations of methods. At the completion of the courses examinations will be held and the Society for Instruction in "First Aid to the Injured" will award certificates of efficiency.

Board of Education Meeting.

At a recent meeting of the New York Bcard of Education it was decided to substitute as graduating examinations in the city high schools the questions prepared by the State Examinations Board, in place of those prepared by City Superintendent Maxwell. The State Examinations Board was created last summer by the State Board of Regents, to conduct uniform examinations thruout the State.

Among other advantages of adopting these examinations in New York City is the fact that students passing these examinations will be admitted without further examination to any institution of superior or collegiate grade in the State, including the Normal College and City College. They will be accepted also for Teachers' License No. 1. This change will relieve the city of the expense of the "Maxwell Examinations," as they were called, which amounted to many thousands of dollars each year.

At the same meeting of the Board the appointment was announced by Mayor McClellan, of Thomas M. De Laney, o succeed the late James Weir, Jr., to membership in the Board of Education.

After a discussion of the advisability of allowing the Brooklyn Teachers Association the use of some of the school buildings for certain afternoons, the matter was referred to the committee in charge of buildings.

It was pointed out by those speaking in favor of the request, that the cast of keeping the buildings open for a few hours would be slight, while the benefit to the teachers attending the meetings of the Association would be great.

It was decided to open recreation centers on October 15 instead of November 1.

A number of contracts were awarded for repairs and improvements in various school buildings.

A request from the Day Home and School for Crippled Children, that its educational work be taken over by the Board was referred to the Committee on Crippled Children.

Recent Deaths.

On Saturday, October 6, George H. Linsley died at his home in Metuchen, N. J. Mr. Linsley had for forty-five years been principal of School No. 1, Jersey City. He retired from active service on October 1, 1905.

In appreciation of his services to the city the flag on the City Hall was placed at half-mast, as were the flags on all the public school buildings. Suitable action was taken by the Public School Principals' Association and by the Board of Education. A number of the teachers of the city, and many of his former pupils attended the funeral.

Mr. Linsley was largely instrumental in securing the first normal school in New Jersey. Before the establishment of this school he had conducted a normal school of his own without compensation. for the teachers of his own and neighboring schools.

George H. Linsley was born near Windham, in the Catskills, in 1821, and began teaching there in 1840. By a competitive examination he won a position as teacher in the Mechanics Institute of New York. In 1848 he became assistant principal of School No. 1, Jersey City, and this was the scene of his life-long devotion to the cause of education.

The death is reported of Prof. Henry E. Sawyer, who for ten years past has resided in Washington, D. C. Previous to that time he had been actively engaged in educational work in various parts of the country.

Professor Sawyer was born in Warner, N. H., in 1826, and one of his earliest positions was as superintendent of schools of Concord, in that State. In 1884 he became superintendent of the Mount Hermon School, at Northfield, Mass., where he remained for six years. After several years in Europe he occupied the chair of biblical science in Tougaloo University, in Mississippi, for three years.

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The employes of the Remington Typewriter Factory at Ilion, N. Y., enjoyed a genuine gala day early in the summer at the annual field day sports, held in the base ball park recently provided by the company for the operatives. Over five thousand people gathered in Typewriter Park and the afternoon was made a general half holiday in the town, manufacturing interests closed at noon and the stores were shut from two o'clock until five.

In the center of the base ball diamond was placed a May pole with banks of flowers and gay streamers. From the flag staff at the lower end of the diamond fluttered the Remington base ball league's flag. Around the field at regular intervals were set staffs, each floating an American flag, and from the grand stand was displayed a set of United States signal flags made by the young women of the typewriter factory, and set to spell "Remington Forever." The Typewriter Hose Company acted as ushers, and the Remington Typewriter Band, one of the best musical organizations in the Mohawk Valley, furnished music during the afternoon.

Mr. H. H. Benedict, president of the company, offered a gold medal for the man scoring the highest total of points in the field and track events. The medal was won by Paul J. Risedorf, of the assembling room, who scored a total of twenty-three points during the afternoon. From the scenic point of view, however, the event of the day was the May pole drill by eighteen of the young women of the factory. The drill was designed by Chief Engineer E. H. Berry. A most interesting event connected with the sports did not occur on the field day, but was decided three days in advance. It was a 220-yard dash which was run thru the central aisle of the main building of the Remington factory. The prize for the race was a gold medal offered by Mr. John F. McClain, vice-president and general manager of the Remington Typewriter Company. The final heat was won by Paul J. Risedorf in the excellent time of twenty-four seconds. As Mr. Risedorf also won the Benedict medal for the highest total score of the field day sports, he will rank for the coming year as champion athlete of the Remington factory.

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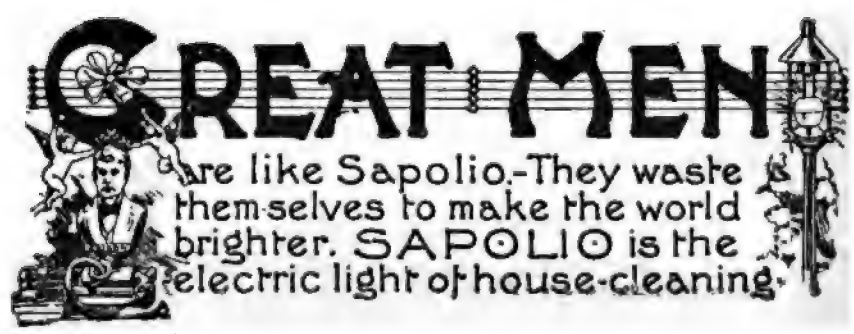

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII. For the Week Ending October 27, 1906 No. 15

OSSIAN LANG, Editor.

The Washington Situation.

The situation in the federal capital is by no means as gratifying as the friends of the schools had hoped it would be under the new régime. The enemies of the progress which the reorganization of the schools seemed to promise, were determined from the start to discredit the work of the new School Board and of whatever superintendent it might choose to elect. Dr. Chancellor's election was the first mark at which the attacks of the disgruntled were fired. Printer's ink was freely employed to create dissatisfaction with whatever new policy might be inaugurated. The leaders of one organization, controlled largely by society women whose influence ought to be enlisted only in what is sweet and lovely, descended so low as to lend the endorsement of their association's name to a scurrilous attack upon both the new Board and the Superintendent of Schools. By some sort of unrighteous manipulation the New York *Evening Post* was induced to give space to an article purporting to give a fair presentation of educational conditions at the capital, but in reality representing the feelings of an embittered clique. The good name of the *Post* and the reputation it has for fairness and carefulness was secured as a cloak for accusations which were largely woven of perversions of facts and of downright falsity.

The situation at Washington is critical. The friends of education thruout the United States had been hoping that saneness and disinterested co-operation of the good people of the District with the new superintendent would soon make the city's school system the model that it should be to the whole country. Instead of that, we must experience the painful spectacle of seeing selfish interests, personal grievances, and unworthy ambitions put their unholy hands to the wheel.

There may be good and sufficient reason for withholding from the present Board of Education the trust which it ought to be accorded in order to accomplish good. It certainly has made a number of unwise moves, and in some instances has laid itself open to the charge of having been influenced by motives other than those making for the welfare of the children. The handling of the appointment of teachers for the colored schools has been specially unfortunate, to say the least.

Those of us who have no axes to grind, and are interested merely in the educational development of the Washington schools, are not particularly interested in proving the Board's enemies right or wrong. But we must know where the Board stands. Its attitude is essential. If it is not governed by the spirit that strives for civic righteousness, it is not fit to have charge of the schools. Thus far there is no evidence that this spirit is lacking, neither is there any proof that it is in control of the situation. We are waiting for explanations.

Meanwhile those who are dissatisfied with the actions of the Board should be careful not to include the Superintendent in the sweep of their wrath. He is not to be classed with the Board. He is a separate personality. Dr. Chancellor has proved himself under very trying circumstances to be a man who clings to his ideals. The thoughts that govern him in education all have to do with the promotion of the welfare of the young.

Higher Professional Training.

The New York University School of Pedagogy is developing into a splendid model of what a professional college of its character should be. There is nothing like it to be found either in this country or in England. It deals with those who have in addition to an elemental professional preparation a good, practical school experience behind them. Directly it treats its work from the highest point of theory. Its observatory and clinic is the vast metropolitan district with an infinite variety of schools and educational conditions. A most important new departure this year is the course in the education of the feeble-minded. It covers thirty hours, and students will receive credit for it toward their degrees. A strong corps of experts has been secured for the lectures. Thirty-five students, a considerable number of whom are principals and supervisors of schools, have already registered, to familiarize themselves with the problem. A more detailed notice of this significant development in the post-graduate study of professional teachers will be found in THE SCHOOL JOURNAL next week.

City Normal College of New York.

The Normal College of the City of New York is still without a president. There is no indication that the trustees are making any extended search to find the right man. Perhaps it makes little difference whether they do or not. The fact is that they are not at all competent to handle the college situation. Instead of feeling deeply concerned about the prosperity of the college, they treat their charge as a mere committee matter of the general city Board of Education. If one indi vidual trustee ever realized the significance of his college trustee responsibility he is yet to be heard from.

The trouble is with the organization. The trustees are not, like those of every other college, chosen for their peculiar interest in the institution and their peculiar fitness to protect and advance its welfare. They are appointed to serve on the general school board. The primary consideration rightly governing their appointment is that they are public-spirited citizens who have at heart the proper development of the elementary schools. The high school responsibility, which is of comparatively recent origin, is more or less efficiently met. Beyond that the feelings of obligation rarely rise. This does not at all suggest lack of ability on the part of school commissioners to meet a situation. The point is, that a college trusteeship implies a degree of expertness and preoccupation for the institution with which it is identified. In other words, an ideal college trustee would make a very poor general school commissioner. The trouble is with the organization.

The New York City Board of Education is practically dominated by Superintendent Maxwell, tho to judge from the fights and irritations strewn in his way, the commissioners are not willing to yield up every traditional prerogative. In the Normal College matter, at any rate, Dr. Maxwell's prejudices have completely captured the Board, including those members who are supposed to be loyal defenders of the College because of their

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trusteeship. His unwarranted attacks have created the impression that the institution is not living up to its opportunities,—yes, that it fails to meet even the most elementary demands expected of an institution of the kind. How any good work can be expected of an institution which meets with nothing but discouragement from those who should hold out a helping hand is a question which the Superintendent and his Board may well ponder.

Yet in spite of all the prevailing lack of sympathy and the experience of even positive hostility, the institution has done, and is doing, immeasurable good for the education of the city. The faculty is composed of devoted teachers, several of them of unusual efficiency. Dr. Hunter's wonderful personality built up a great institution, and the present duty is to see that still greater progress shall be made. Bickering and official shabbiness will not lead to such a result. The faculty must have sympathetic support.

Dr. Maxwell's judgment regarding the college is of no consequence whatever. He knows nothing at first hand of the inner workings of the school. His bias is no doubt fed by his unmistakable partiality for Columbia University. His friendship for Dr. Nicholas Murray Butler has on several occasions swerved him from the path of strict justice. His criticisms of the Normal College are patently influenced by reasons other than thoro investigation of conditions. He has never visited the Normal College. As a matter of fact, the latter institution works under many disadvantages. The classes are far too large for the sort of work the college is supposed to do. Not one of the high schools of the city is so unfairly treated. The teachers are most unreasonably hampered, and yet they do excellent work—work that would put to shame many colleges whose certificates Dr. Maxwell accepts without question.

If the City Superintendent had not been encumbered with very natural receptivity for Butler influences, he might have become the most ardent champion of the College. The very ideas of discipline, scholarship, thoroness, and a predominance of the humanistic elements for which the institution labors, are those to which he is by education and nature inclined. He would have interested himself in Dr. Hunter's efforts, and by tactful cultivation of the friendship of the College's president, could have acquired a constructive influence in the fuller development of its educational opportunities. He himself would make an ideal president if Columbia were located in some other town.

There is no reason why the Normal College should be treated differently from its sister institution—or rather its brother institution—the City College. The latter has its own separate Board of Trustees, composed of men who take pride in their responsibilities. It is better favored in every respect. Yet the only visible difference between the two institutions is that one deals with young women, the other with young men. The careful study of the manner in which City College affairs are handled should yield all the enlightenment necessary for a reconstruction of the Board of Education's attitude toward the Normal College. It would also supply some timely suggestions as to ways for conducting the election of a suitable president. The same considerations that determined the choice of President Finley should be in control, with increased urgency. An educator of national prominence should be chosen; concerning whose qualifications not the scintilla of a doubt can be raised in academic circles. It is essential that he should not have been a partisan in the undignified quarrel between the College and the City Superintendent. A broad outlook resulting from intimate acquaintance with modern academic conditions can also reasonably be expected of one who is to be at the head. A forceful personality is needed, which can command the respect of the citizens, and whose scholarship and endeavor are unequivocally in the service of humanity, one who labors for ideals rather than for the sort and number of positions which may be open to graduates on the day following commencement.

One word regarding the possibility of the consolidation of the City College with the Normal College. This matter seems to be quite seriously considered in some quarters. The reasons for the tendency in this direction are again traceable to the absence of an institutional spirit among the Normal College Trustees. If conditions were as they should be, the possibility of consolidation would not be long entertained by any one connected with the city system.

Combination and consolidation have a very tempting sound just now, but while in commercial and industrial life they may have produced desired results, they are not applicable to education. The more advanced, the more specialized education becomes. Specialization is called for, more particularly for girls. A grievous error of judgment is responsible for the attempts at equalization of educational procedure with regard to both sexes. Tradition having been established chiefly by the needs of the masculine element of creation, the education of girls has in no small measure suffered. If the City College and the Normal College should be combined it would mean simply that the efficiency of the latter institution would be considerably reduced. Young women are as much entitled to a liberal education, suiting their idiosyncrasies, as are their brothers. Furthermore, the large demand there is for women teachers imposes the duty of affording special training to those students who desire to enter the school service of the city. Everything is in favor of two separate institutions.

The suggestion that the preparatory school be abolished is also an unwise one. The high schools allow of too wide a range of electives to be suitable as feeders of the city colleges. The Normal College especially, having specific objects in view, must be in a position to establish rigorous entrance requirements which logically demand a preparatory school such as now exists. This school should be under the direct control of the president of the College, and not under the administration of the City Superintendent.

The whole contention turns about one point. The Normal College must be accorded the same privileges that are enjoyed by the City College. To this end a separate Board of Trustees is a prime necessity. This Board, if rightly constituted, will elect a president big enough to develop the institution along the line of its best traditions. Those who have to do chiefly with the elementary school should keep their hands off. Their duties are exacting enough without a feeling of tag-end responsibility for the Normal College. Above all things, the College faculty should be accorded the encouragement it deserves and which it is as much in need of as are other human beings who conscientiously spend their best strength in their work.

Dr. Maxwell has done a wonderful work for the elementary and secondary schools of New York City. He is without doubt the most forceful school administrator in the United States. He falls just short of being one of the greatest school men of the age because he has not always and uniformly given evidence of that breadth of sympathy that is called heart. A little heartiness added to his dealings with his associates, with teachers and people generally who are laboring for the betterment of education, would make him a greater man, and, I daresay, a happier one. Will he rise to the opportunity in the disposition of the Normal College problem?

The Situation at Washington, D. C.

By EDITH C. WESTCOTT, Principal of the Western High School, Washington, D. C.

What Dr. William E. Chancellor, the newly elected superintendent of schools, will do for public education in Washington, is a matter of more than local interest.

That the schools of the Capital City belong to the nation as well, and that they should be models to which visitors from every other city of America and of Europe may come for the study either of their administrative, or their educational features, is fully appreciated by Dr. Chancellor, who, during his less than three months' tenure of office as superintendent, has more than once publicly announced his desire and intention to make them such.

Dr. Chancellor has already sensed what he believes to be a fundamental weakness in the school system of Washington, and with characteristic energy has set to work to remedy it. This is about the way he would state the case: On the administrative side the Washington schools are not up to standard. The plan of housing the schools in small eight and ten-room buildings has prevented appointment, for direct supervision, of the Building Principal; the teacher, who, without class-room charge, has direct supervision of all the teaching in the building, of say twenty to thirty class-rooms. The duties of the Supervising Principals, who in the Washington system have charge of all of the schools of a group of buildings, have been largely administrative. There is, then, a large field of professional work which is not covered by the old system, and which under a closer scheme of organization, would be cared for. The proposition is, therefore, to gather the schools into larger buildings, appointing as supervising principal the building principal, a teacher without class-room charge, but trained and experienced in the handling of all the grades of work in that building, under whose careful supervision the work of every class may be brought up to a uniformly high standard. This scheme of organization is not so remote a possibility as it would seem, on first reading. At the last session of Congress, a committee was appointed by that body to condemn certain undesirable school sites and buildings in Washington, and report a plan for consolidating the schools on a more modern and economic basis. This committee consists of the Engineer Commissioner, the Supervising Architect for the United States Treasury, and the Superintendent of Public Schools. The committee has already had at least one meeting, so that it looks as if the realization of Dr. Chancellor's ideal for school organization were only a matter of time.

On a second point Dr. Chancellor is decided. The salary schedule in Washington is entirely inadequate. After a persistent effort, covering a period of several years, in which the teachers, public press, Board of Trade, clubs, and citizens' associations, clergy, and public spirited people generally, took an active part, the fifty-ninth Congress passed remedial legislation, very materially improving the condition of teachers' salaries. However, under the old system, or lack of system, various injustices had crept in. Two teachers doing the same work, under the same conditions, might receive salaries varying three hundred or four hundred dollars. When the new salary schedule was framed, its promotions were all based upon the existing salaries, so that we now find one principal of a twelve-room building receiving three hundred dollars more than another principal of a twelve-room building, one director of an important department of high school work receiving, under the new bill, an increase of thirty dollars a year, while another, no less important, but certainly no more important director, receives an increase of seven hundred dollars. Many other examples quite as extreme in character, might be quoted to show how the new scheme of salaries perpetuates and even exaggerates existing injustices.

You will immediately ask why a bill containing such unjust provisions was ever allowed to pass. The answer is simple enough: If every teacher had pressed his individual claim there would have been no hope for the passage of the bill making general increases in salaries. The larger spirit of desire for the general good held back from urging their personal claims those teachers whose cases presented the greatest injustices.

That Dr. Chancellor considers the salary scheme inadequate, and that he will urge upon Congress the necessity for larger appropriations, is a welcome message to every teacher in Washington. "You say you have won the fight on the salary question. I say you have only taken the first outpost," said Dr. Chancellor to me only a few days since.

As witness of the integrity of his desire to increase the teachers' salaries, we have the fact that in less than two months from the date of his assuming the superintendency, he submit to the District Commissioners, thru the Board of Education, a budget demanding one hundred thousand dollars increase for teachers' salaries alone. I submit a cutting from the *Evening Star* of October 6, in which Dr. Chancellor's stand on the matter of appropriations is quoted:

> The largest increase in school estimates is that for new buildings. This year's figures for buildings and grounds are but $386,358, while Dr. Chancellor's estimated need for the new year is $1,332,973.
>
> The next greatest increase is in teachers' salaries, more than $100,000 being added to last year's appropriation. The estimate for Supt. Chancellor's salary is $5,000.
>
> Some talk of possible reductions in the estimates was going on among the members, when Dr. Chancellor said he had asked less in proportion than the City of New York. He pointed out that the rate of school expenditures to the total expenditures of the District was but 22 and a fraction per cent. of the whole, less than is expended in more than one hundred of the leading cities of the country.
>
> NEED TO BE MADE TENDER.
>
> "I think it is time that these people who have to do with school appropriations and who are so callous should be made a little tender," he said. "New York City has three times the school facilities, in proportion to population, that Washington has. The facilities in the District schools are really miserable. There are not two sides to this argument, and I think we should tell Congress how the schools of the District are being neglected, when we compare its appropriations with that of other cities."

Of course we must not lose sight of the fact that former superintendents have gone up to Congress year after year with demands for increased appropriations for the schools, and have only in part succeeded, but there is something very reassuring in Dr. Chancellor's announcement of his determination to make a fight for increased appropriations, coming as it does at the very opening of his administration, and at the time when both the teachers and members of Congress are congratulating themselves on having accomplished so much in the passage of the School Bill. The magnificent record made by Dr. Chancellor in Paterson, N. J., where he succeeded in securing an average increase of fifty per cent. in salaries, and in individual cases, as high as seventy per cent. increase, makes us very hopeful of his success, even with so uncertain a body as Congress. Aside from his past record, Dr. Chancellor possesses qualifications which argue strongly for his success. He has, in the first place,

a very definite ideal of what the schools should be, and of what is needed in the way of salaries and equipment for the realization of this ideal. Add to this a perfect fearlessness in stating the proposition, an ability to defend it at every point with the invincible arguments of the expert, and, finally, a very winning personality, and you have the combination which the teachers of Washington hope, and confidently expect, will be immediately effective in their behalf.

With increased appropriation for teachers' salaries will come, inevitably, a long train of results immediately and directly beneficial to the school system. Increased opportunities for study and travel will make our best teachers, fine as they are, more valuable to the schools. The attraction of adequate compensation will bring to Washington good teachers from other cities, so that we shall be reinforced both from without and from within.

There has hardly been time for Dr. Chancellor to announce an educational policy. So far he has seemed to accept in good faith all that he has found here. One radical change was made when the Board of Education, at a recent meeting, on Dr. Chancellor's recommendation, abolished competitive examinations for admission to the Normal Schools. This step is important, as it directly affects the source of supply of our teachers of lower grade classes. It is also important as unifying the system of schools by making the high school diploma the qualification for entrance to the training school for teachers.

The position of the Superintendent of Schools is a pretty difficult one in most American cities. I might say, in passing, that such books as Dr. Chancellor's "Our Schools, Their Administration and Supervision," if carefully read by the general public, as well as by teachers, will pave the way for a bettering of the conditions under which the city superintendent must do his work.

Washington, while by no means an easy post, presents, we believe, no more serious problems than do other large cities. The teachers are enthusiastic and progressive. They will follow the lead of the new superintendent, executing his wishes with intelligence and in the spirit of professional loyalty.

English Reading in School and Out.

By SUSAN PERRY PECKHAM.

Miss Esther Louise Camp's article in the *Evening Post* of September 15, entitled "Harm of Vapid Reading," and criticising methods of teaching the English language and literature, is the truest and best thing on the subject that I've seen for years. From its first sentence, which reads: "The study of English in secondary schools seems as mysterious to the average parent as it is heartrending to the real teacher," to its close with an allusion to the "real, great" people of literature "whose companionship will bring pleasure when the mushroom writers of to-day are withered in the bright sunlight of true fame," there is no statement, it seems to me, that it would not profit the parent and teacher to read and think over. Addressed to both layman and professional, is offers help for both. May one teacher's experience give a word of special endorsement to two or three of the points?

First, the use of the expression "this most vital subject," applied to English language and literature, is wisdom, and I feel sure that with the writer of the phrase it was no light utterance. Second: "The cultured man tries to put into his child's mind a little real love for literature, and utterly condemns the current system of teaching English." Let us professionals try to realize that fully.

Third: "The less book-cultured man, whose library does not contain a set of Shakespeare or Scott, but has Marie Corelli or Conan Doyle". . . I have heard a teacher of English language and literature in a New York private school tell of going on month after month with a large class of well-to-do girls who must not be asked to spend a quarter-dollar on a book, and most of whom had at home no Hawthorne, no Longfellow, no Tennyson, etc. Finally, when Shakspeare was wanted, and wanting, the lady teacher's temper turned: "I must ask you," she blazed, "to spend at once as much as fifty cents on a Shakspeare."

Fourth: "The technical study of English grammar in five cases out of ten is absolutely useless, and in the other five positively injurious." I know it—and why shouldn't I?—for I was entrusted with the teaching of that subject to various classes, from as many as ten text-books, my very first year out of college, and I had never studied a page of it. Haven't I, and such as I, played a large part in making it injurious?

Fifth: Every word of Miss Camp's as to the best reading for a girl until she is thirteen; *e.g.*, teach her "to read a book twice, even thrice," and "Keep her away from diluted and rose-colored science in story form, and annotated and expurgated Shakspeare." Amply proved have been the results as stated. And yet the girl may afterward be made as miserable over "Burke's weighty argument" as was recently a clever boy of fifteen, a willing reader of good things, who expressed as much as possible of his disgust over classwork with it. "Why, Don, I should think you could get enjoyment out of that," somebody said; and he answered, "It goes all right when I read it at home, but I don't like to hear it *all chewed up* in class." The teacher was near ruining for him and his classmates "one of the noblest masterpieces in the literature of civil and political wisdom," as John Morley, in the *Critic*, last February, called "Burke's three performances on the American War"; stating that for years he had been saying in print and out of it that they were "the most perfect manual in literature for the study of great affairs, whether for the purpose of knowledge or action."

Sixth, last: The regret expressed that women, college graduates, have usually "no knowledge of Byron except as he appeared in the romance; unread the most glowing bursts of patriotism, unknown those unrivaled descriptions of sea and mountain." In Mr. Morley's above-mentioned *Critic* article, this may be recalled: "I will say something which may perhaps bring upon me a storm of criticism from some of my friends. If I were asked upon what poet should a reader begin, I should say Byron. He was not the greatest of poets, but he had daring, energy, and the historic sense, with loathing for cant in all its forms."

Let me add this further word from Mr. Morley: "Literature is one of the instruments and one of the most powerful instruments for forming character. [But] Literature does not end with the knowledge of forms, with inventories, of books and authors, with finding the key to rhythm, with the varying measure of the stanza," etc.

Fault-finding draws more wrinkles in the face than good-finding. In the school-room the temptations to wrinkle the brows are particularly frequent, especially if the teacher habitually looks at his work from the wrong point of view. His real opportunity is not infrequently neglected. His true mission is to search for the best to be found in the pupil, to develop that and make it efficient to produce new good in order that a fine character may result and the social usefulness of the individual be increased.

Pupil Self-Government and Training for Good Citizenship.

By JOHN T. RAY, Chicago.

The system of pupil self-government devised by the writer and used successfully in the John Crerar grammar school of Chicago for the last ten years has recently provoked renewed inquiry as to its plan and practical workings because of its having been recommended, after careful personal investigation, over all other plans as the basis for such work for the schools of Greater New York, by a special committee of assistant superintendents of that city. It is all the more complimentary to the merits of the plan when it is stated that its author was entirely unaware that this or any other plan for the better training of pupils was being considered. The committee went to Syracuse, N. Y., and other cities, where the plan has been in use in several large schools for some years, and studied its practical workings and inquired into the more important side of the question, the effect upon the character and habits of the pupils in training them for future good citizenship.

There are abroad so many erroneous ideas as to the purpose and the practical working of this plan in particular, that its author feels provoked to explain more fully both the plan, its purpose, and the practical results as shown in the Crerar school and in the hundreds of other schools in the United States where it has been introduced.

In this and subsequent papers I will try to make clear the underlying principles and give a few practical suggestions that may help those who are studying this or any other plan with an honest desire to improve the methods of pupil government as it bears upon the training of pupils for better citizenship.

In the first place, it is not intended (and no system should be so intended), to turn the government and management of the school over to the pupils, and let them ruin it.

Still farther is it aside from the purpose of the plan to devise a means by which teachers or superintendents may throw off responsibility and care in the management of the school and load it upon the pupils. The whole purpose of this or any other plan should be for the development and better training of the individual pupil in those habits and ideas that will the better fit him for success in life, personally, and make him, as a social and political factor in the adult community life that is before him, hold to those ideas, habits, and principles that go to make him a valuable citizen of the nation, aside from his personal success in a business or professional way. If it results, as it has in the Crerar and many other schools, in becoming a great aid in relieving teachers from the drudgery of roll duties and the slavish wearing work of keeping within conventional bounds the conduct of the pupils, so much the more is it to be commended. The teacher's energies should be conserved for the higher purposes of literary teaching, and the development of the child's moral and social being. The teacher who does not feel that he is but changing his labors from that of a policeman, keeping order and punishing offenders, to that of a wise, tactful councillor who must constantly show the child his social, civil, and moral duty, should never attempt this or any other plan of pupil self-government. He has missed his calling and should leave the education of children in our schools to other hands.

We often hear it said by students of sociology, that we should put forth our energies to bring about conditions that would prevent crime, rather than to put forth laws and to provide institutions for reforming or restricting criminals. So with our school government, it should devise ways to make rules and good conduct self-enforcing, that is pupil-enforcing, rather than to rule them from without by the authority vested in the teacher as a police officer. The obedience to law or rules should come from within the pupil, not from some force (the teacher) from without.

Children can be taught to respect the public opinion of the school community as in adult life public opinion, actively expressed, will to all be a most potent governing influence. The duty of the teacher is to mold, control, and if necessary, make in his school this force of active public opinion the factor to govern the general conduct of the individuals.

Blackstone says, "It is the normal condition of the human mind to tell the truth." He might have added with equal truth that it is the normal desire of every human being to do what is right. It is our business to show the pupil what is right in the social and moral life. It is our duty to organize those forces for right moral and civic conduct in our schools so they will be the dominating ones in the school community. We have never systematically done this. We moralize in the abstract on these things, but the concrete act of organizing these forces for right that are dormant in the vast majority of the children in any school-room or school system, we leave to mere chance. My plea is for systematic organization of the pupils of the school as a whole, and by the labor "of all, by all, for all." Give the greatest of individual liberty consistent with the common rights and welfare of all.

The power and force of systematic organization of masses of individuals guided and directed by a supervising mind will ever be able to make itself felt and be effective against great odds, if the opposition is unorganized or poorly organized. It was true in days of old when the Greek phalanx withstood, and finally overpowered, the Persian hords. It is true to-day, and shown more graphically than ever, inpolitical organizations that bring success to parties not always because of merit but because the opposition is unorganized. In the business world it is the same. Success is governed largely by the degree of systematic organization. So in the school. If the teacher proceeds to organize the forces for right conduct and respect for rules and moral obligations that can always be found in a majority of the pupils in every school, their wishes and desires will diminish disorder and only few individuals will dare to disregard this organized public opinion of the school. The teacher's duty is to train the individuals of this organized force for right conduct in how they can make themselves felt, how thru the proper backing of those whom they (the pupils) put in authority—the rights of all will be respected and the common good of all served—not because the teacher wishes it, but because this is best for every pupil.

The "Citizen and Tribune Plan" of pupil self-government is founded on three guiding principles, about which success revolves. Briefly stated, they are as follows:

First: The individual pupils are trained to habits of personal self-control, without being watched or supervised by the teacher.

Second: The pupil is taught that he should be an active force for right conduct in the school—not a cipher in their influence for good in the social life of the school.

Third: Just enough of the machinery of organization by means of Tribunes and Marshals to super-

vise the general conduct of the school, and bring to the teacher when necessary, a knowledge of who it is that does not obey the rules or infringes on the rights of others or the general welfare of the school.

The reader will note that no power to legislate or make rules for the school is given to the pupils. The principal consults with the elected representatives (the Tribunes), if he thinks it wise, but with him and the teachers rest the right to say what is to be done. The business of the pupils is to see that the rules and requirements for good order and conduct are enforced, just as in adult life it will be their duty to see that law and order prevail in the community.

Again it will be noted that no penalties for disobedience are imposed by the pupils—this rests as of old with the teacher. The officers (Tribunes and Marshals), can only request, admonish, and warn the pupils—never coerce or command. They are, as the name Tribune implies, simply "protectors of the rights" of the other pupils. These Tribunes, elected by the pupils each month, two in each room, are the direct representatives of the teachers, entitled to the same respectful consideration as a teacher when doing their duties.

I will in another article endeavor to point out to teachers how they can thru these Tribunes and citizens, and the general conduct of the schools, teach the habit of self-control, and especially the habit of exercising an influence for right conduct in others less disposed to try to control their own conduct.

I wish to say in closing this article that this plan is simple and direct enough to be used in the primary and elementary grades—and it is in the elementary schools from first to eighth grades that the plan has met with its greatest success. Indeed, I suggest that in most schools it is well to begin the plan in grades below the fifth. Above all, let no one try to launch this plan upon any school till both teachers and pupils are prepared for it. Self-government must be a growth, whether in a public school or among the nations like Cuba and the Philippines. Its premature or uncontrolled use before the individuals are fully ready to intelligently accept the responsibility, will only result in failure. Then the school democracy must give way again to the school autocracy of the past.

Some Recent Educational Developments in England. II.

By KATE STEVENS, London, England.

Character of the 1906 Education Bill.

The *Journal of Education* says of the bill, "It is an honest and courageous attempt to nationalize education, to rid it from sacerdotal patronage, and at the same time to maintain, in our schools, the 'pure religion' set forth in the Epistle of St. James."

Educational Times, "The bill makes a long stride towards a national system of education. Generally, it seems to be acknowledged, that Mr. Birrell, while following the sense of the country, as indicated by the general election; has handled the question in a broad spirit and a generous temper."

Sir Wm. Anson (Mr. Birrell's predecessor in office) said, "So far as the parents generally are concerned, they are decidedly in favor of the continuance of such religious instruction as has been given in the schools."

Of that same instruction the late Archbishop Benson said that "in a very great number of Board Schools, there is very good religious teaching indeed."

The late Bishop Westcott (Durham) also spoke of his thankfulness for the work done in the Board Schools of Durham.

The Archbishop of Canterbury (Davidson) writes: "The situation is grave. The loss to our schools cannot be compensated by a money payment to the owners of the school. The compulsory silencing of the thousands of trained, qualified, and devoted teachers, who prize the privilege of imparting this particular [religious] instruction, calls imperatively for our attention."

The English Bishops in conference, and also the Roman Catholic prelates declare that the bill ,as it at present stands, "must be met with unhesitating opposition."

The latter demand "Catholic instruction in Catholic schools for Catholic children."

Quoting from "*Layman*," which represents a large proportion of the laity of the Church of England, we find that "while disliking some details, it welcomes the measure as a great bill, one eminently worthy of the best traditions of British statesmanship. . . . As a whole, it is a great advance upon any of its predecessors, in that it does full justice to conflicting claims, and promotes equality of treatment between two systems."

Archdeacon Sinclair, of London, utters a note of warning, "What is to be feared is that extreme men, on both sides, will become so embittered, that the Government may cut the knot, and so have nothing but secular education."

The Labor party in England has declared itself to be strongly in favor of entirely secular education.

Mr. Joseph Chamberlain also advocates a purely secular system.

Another word of caution is sounded by Bishop Percival of the Church of England, as follows: "I am convinced that this hostility, stimulated and embittered by the fiery declamations of some earnest, but short-sighted zealots, and likely to be used by politicians for party purposes, can bring no benefit to our Church, or to the cause of religious education, and it is only too certain to bring serious and lasting injury."

The *Journal of Education* further says: "The Church has not adapted itself to modern changes of thought, which are only irreligious, when judged by the dogmas that have ceased to convince."

Solution.

The problem has been solved in many educational areas by the co-operation of the local clergy of all denominations framing a common syllabus of religious instruction, to be given in the schools under their control.

Hampshire.

In Hampshire, a county in the south of England, we find a good example of this. A special committe appointed by the County Council arranged such a syllabus of religious instruction. The committee consisted of seven persons, viz.:

The Chairman, who was a member of the County Council.

Two members, representing the Established Church.

Two non-Conformist members.

One Roman Catholic priest.

One woman.

Of the two classes of school, we find that the denominational schools are the most numerous,

A High School Course in College English. III.

By MAUD ELMA KINGSLEY, Maine.

THIRD YEAR—FIRST TERM.

1906-1911.

(Continued from THE SCHOOL JOURNAL, October 20, page 323.)

Text-book Work.	*Reading.*	*Topics for Special Study.*
54. Review 48 and 49. 55. EDMUND BURKE.	*Conciliation Speech.*	1. Circumstances under which the Speech was Delivered. 2. Abstract of the Speech. 3. The Speech as a Type of Oratory 4. Its Excellences and Defects. 5. Historical Allusions.
56. The Artificial School of Poetry. 57. The Queen Anne Period in English Literature. 58. ALEXANDER POPE.	*Rape of the Lock.* (*Mock-Heroic Poem.*)	1. The Heroic Couplet. 2. The Mock-Heroic in Poetry. 3. Literary Criticism of *Rape of the Lock.*
59. Review 48, 49, 50, 14.	*The Vicar of Wakefield.* (*A Novel.*)	1. *The Vicar of Wakefield* the prototype of the "Domestic type" in Fiction. 2. Character Study. 3. Weakness of the Plot Development. 4. Goldsmith's Epigrams. 5. Literary Merits and Defects of *The Vicar of Wakefield.* 6. Place of *The Vicar of Wakefield* in Literature.
60. Review 1. 61. EDGAR ALLAN POE.	*Poe's Poems.* (*Lyric Poetry.*)	1. Peculiarities of Poe's Poetry. 2. Literary Criticism. 3. Study of the Diction and Versification of the Poems. 4. Contrast between Poe's Poetry and that of His Contemporaries 5. *Poe's Poems* and the Lyrics of Milton Compared.

THIRD YEAR—SECOND TERM.

Text-book Work.	*Reading.*	*Topics for Special Study.*
62. Review 9, 10, 11.	*Henry V.* (*Drama.*)	1. Shakespeare's Historical Plays an Epitome of English History. 2. Classification of Shakespeare's Dramas. 3. Speeches in *Henry V.*—A Lesson in Patriotism. 4. Character Drawing in *Henry V.* 5. Literary Criticism. 6. *Henry V.* Compared as to Treatment with *Julius Caesar.*
63. Review 6. 64. T. B. MACAULAY.	*Life of Johnson.* (*Essay.*)	1. Characteristics of the Biographical Essay. 2. Macaulay's Estimate of Johnson. 3. Literary Merits of the *Life of Johnson.*
65. Review 10. 66. EDMUND SPENSER.	*Faerie Queene—Book I.* (*Allegorical Poem.*)	1. The Allegory. 2. Plan of the *Faerie Queene.* 3. Allegorical Interpretation of the *Faerie Queene.* 4. Place of the *Faerie Queene* in Literature. 5. Literary Criticism. 6. Spenser's Vocabulary. 7. *Faerie Queen* and *Pilgrim's Progress* Compared as Allegories.

But then, just as now, the best time in all the year was Christmas. As they lay on the feathers, snugly tucked under the patchwork quilts, sleepers might be awakened Christmas eve by a sweet Christmas carol, perhaps this one:

As Joseph was a-walking,
He heard an angel sing,
This night shall be born
Our Heavenly King.

No doubt the listeners lay attentive until the last verse was sung.

He neither shall be rocked
In silver nor in gold,
But in a wooden cradle
That rocks on the mould.

The next day would see the cross of Stratford all garlanded with the holly, the ivy, and the bay. Before night the great Yule log would be brought in, so huge that it sometimes took several men to roll it. But the larger the better, for while it burned the "Lord of Misrule" reigned and merry men filled the days and nights with games of Hoodman Blind, tricks of magic, dancing, masquing and mumming, and tales about goblins and elves. And such delicious eatables! No doubt comfets, marmalets and marchpane were there, as appetizing as their modern equivalents, candies, jellies, and nut confections are now.

On the whole, there was much of homely pleasure in the old days, and to many it seems truly to have been a "Merrie England."

Chapman's Translation of the Iliad.

Teachers who are this year ushering classes of pupils thru the first three books of Homer's Iliad will enjoy having at hand the translation by George Chapman, which was started in THE SCHOOL JOURNAL for September 29, and to be continued thru various high school numbers of this periodical until the translation of the first three books has been completed. Pupils will enjoy reading aloud or hearing read portions from the translation. Translation of the first 117 lines was given last month.

To this replied the swift-foot god-like son
Of Thetis, thus: 'King of us all, in all ambition,
Most covetous of all that breathe, why should the great-soul'd Greeks
Supply thy lost prise out of theirs? Nor what thy avarice seeks
Our common treasury can find; so little it doth guard
Of what our rac'd towns yielded us; all of which most is shar'd,
And given our soldiers; which again to take into our hands
Were ignominious and base. Now, then, since God commands,
Part with thy most-lov'd prise to him; not any one of us
Exacts it of thee, yet we all, all loss thou sufferest thus,
Will treble, quadruple, in gain, when Jupiter bestows
The sack of well-walled Troy on us; which by his word he owes.'

ACHILLES WRATHFUL.

'Do not deceive yourself with wit,' he answer'd, 'God-like man,
Tho your good name may colour it; 'tis not your swift foot can
Outrun me here; nor shall the gloss, set on it with the God,
Persuade me to my wrong, wouldst thou maintain in sure abode
Thine own prise, and sleight me of mine? Resolve this: if our friends,
As fits in equity my worth, will right me with amends,
So rest it; otherwise, myself will enter personally
On thy prise, that of Ithacus, or Ajax, for supply;
Let him on whom I enter rage. But come, we'll order these
Hereafter, and in other place. Now put to sacred seas
Our black sail; in it rowers put, in it fit sacrifise;
And to these I will make ascend my so much envied prise,
Bright-cheekt Chryseis. For conduct of all which, we must chuse
A chief out of our counsellors. Thy service we must use,
Idomenëus; Ajax, thine, or thine, wise Ithacus;
Or thine, thou terriblest of men, thou son of Peleüs,
Which fittest were, that thou mightst see these holy acts perform'd
For which thy cunning zeal so pleads; and he, whose bow thus storm'd
For our offences, may be calm'd.' Achilles, with a frown,
Thus answer'd: 'O thou impudent! of no good but thine own
Ever respectfull, but of that with all craft covetous,
With what heart can a man attempt a service dangerous,
Or at thy voice be spirited to fly upon a foe,
Thy mind thus wretched? For myself, I was not injur'd so
By any Trojan, that my powers should bid them any blows;
In nothing bear they blame of me; Phthia, whose bosom flows
With corn and people, never felt impair of her increase
By their invasion; hills enow, and far-resounding seas,
Pour out their shades and deeps between; but thee, thou frontless man,
We follow, and thy triumphs make with bonfires of our bane;
Thine, and thy brother's, vengeance sought, thou dog's eyes! of this Troy
By our expos'd lives; whose deserts thou neither dost employ
With honour nor with care. And now thou threatst to force from me
The fruit of my sweat, which the Greeks gave all; and tho it be,
Compar'd with thy part, then snatcht up, nothing; nor ever is
At any sackt town; but of fight, the fetcher in of this,
My hands have most share; in whose toils when I have emptied me
Of all my forces, my amends in liberality,
Tho it be little, I accept, and turn pleas'd to my tent;
And yet that little thou esteemst too great a continent
In thy incontinent avarice. For Pythia therefore now
My course is; since 'tis better far, than here endure that thou
Shouldst be ravishing my right, draw my whole treasure dry,
And add dishonour.'

AGAMEMNON THREATENS.

He replied: 'If thy heart serve thee, fly;
Stay not for my cause; others here will aid and honour me;
If not, yet Jove I know is sure; that counsellor is he
That I depend on. As for thee, of all our Jove-kept kings
Thou art still most my enemy; strifes, battels, bloody things,
Make thy blood feasts still. But if strength, that these moods build upon,
Flow in thy nerves, God gave thee it; and so 'tis not thine own,
But in his hands still. What then lifts thy pride in this so high?
Home with thy fleet, and Myrmidons; use these there empery;
Command not here. I weigh thee not, nor mean to magnify
Thy rough-hewn rages, but, instead, I thus far threaten thee:
Since Phœbus needs will force from me Chryseis, she shall go;
My ships and friends shall waft her home; but I will imitate so
His pleasure, that mine own shall take, in person, from thy tent
Bright-cheekt Briseis; and so tell thy strength how eminent
My power is, being compar'd with thine; all other making fear
To vaunt equality with me, or in this proud kind bear
Their beards against me.'

MINERVA RESTRAINS ACHILLES.

Thetis' son at this stood vext, his heart
Bristled his bosom, and two ways drew his discursive part;

If, from his thigh his sharp sword drawn, he should make room about
Atrides' person, slaughtering him, or sit his anger out,
And curb his spirit. While these thoughts striv'd in his blood and mind,
And he his sword drew, down from heaven Athenia stoopt, and shin'd
About his temples, being sent by th' ivory-wristed Queen,
Saturnia, who out of her heart had ever loving been,
And carefull for the good of both. She stood behind, and took
Achilles by the yellow curls, and only gave her look
To him apparance; not a man of all the rest could see.
He turning back his eye, amaze strook every faculty;
Yet straight he knew her by her eyes, so terrible they were,
Sparkling with ardour, and thus spake: 'Thou seed of Jupiter,
Why com'st thou? To behold his pride, that boasts our empery?
Then witness with it my revenge, and see that insolence die
That lives to wrong me.' She replied: 'I come from heaven to see
Thy anger settled, if thy soul will use her sovereignty
In fit reflection. I am sent from Juno, whose affects
Stand heartily inclin'd to both. Come, give us both respects,
And cease contention; draw no sword; use words, and such as may
Be bitter to his pride, but just; for, trust in what I say,
A time shall come when, thrice the worth of that he forceth now,
He shall propose for recompense of these wrongs; therefore throw
Reins on thy passions, and serve us.' He answer'd: 'Tho my heart
Burn in just anger, yet my soul must conquer th' angry part,
And yield you conquest. Who subdues his earthly part for heaven,
Heaven to his prayers subdues his wish.' This said, her charge was given
Fit honour; in his silver hilt he held his able hand,
And forc't his broad sword up; and up to heaven did re-ascend
Minerva, who, in Jove's high roof that bears the rough shield, took
Her place with other deities. She gone, again forsook
Patience his passion, and no more his silence could confine
His wrath, that this broad language gave: 'Thou ever steept in wine,
Dog's face, with heart but of a hart, that nor in th' open eye
Of fight dar'st thrust into a prease, nor with our noblest lie
In secret ambush! These works seem too full of death for thee;
'Tis safer far in th' open host to dare an injury
To any crosser of thy lust. Thou subject-eating king!
Base spirits thou governst, or this wrong had been the last foul thing
Thou ever author'dst; yet I vow, and by a great oath swear,
Even by this sceptre, that, as this never again shall bear
Green leaves or branches, nor increase with any growth his size,
Nor did since first it left the hills, and had his faculties
And ornaments bereft with iron; which now to other end
Judges of Greece bear, and their laws, receiv'd from Jove, defend;
(For which my oath to thee is great); so, whensoever need
Shall burn with thirst of me thy host, no prayers shall ever breed
Affection in me to their aid, tho well-deserv'd woes
Afflict thee for them, when to death man-slaughtering Hector throws
Whole troops of them, and thou torment'st thy vext mind with conceit
Of thy rude rage now, and his wrong that most deserv'd the right
Of all thy army.' Thus, he threw his scepter gainst the ground,
With golden studs stuck, and took seat. Atrides' breast was drown'd
In rising choler.

To Whom Shall We Teach Latin and Greek, and How Shall We Teach Them?*

By FRANCIS STORR.

In the Middle Ages Latin was what Esperanto essays to be, the *lingua franca*, the universal language of the civilized world. With the Renaissance Latin came to be studied, not solely for its practical utility as a means of communication, but, with Greek, as a key to all, or nearly all, the best literature of the world. Our grammar schools were Latin schools. The "Utopia" was written in Latin; Bacon apologizes for writing his "Essays" in English; Milton wrote his foreign despatches in Latin; Mulcaster is the first English schoolmaster to plead that English children should be instructed in their native tongue.

As far as practical utility and literary culture are concerned, we may lay it down at starting that, if it is a choice between French and Latin, or between reading Shakespeare and reading Ovid, we shall choose for our pupils the French language and English literature. Even the foremost champion of classics against modern languages frankly acknowledges that the orthodox defence of classical training on the ground of the incomparable beauty of the great masterpieces of ancient literature must be abandoned. "When closely questioned, no advocate of classics ever professes that this is really the object in view with the mass of boys." Those literary outworks which have served so long to keep at bay the invading host of modern studies are found, on closer inspection, to resemble a Chinese fortification, with cardboard guns and mandarins disguised as gunners. The classicists have been driven back to their inner lines, and have entrenched themselves in what still appears to them the impregnable fort of discipline.

"The one great merit of Latin as a teaching instrument is in its stupendous difficulty." Such are the actual words of Mr. Tarver ("Observations of a Foster-Parent"), and he prescribes that his foster-child shall begin Latin at ten, and for the next three years devote to the study five hours a day, by the end of which time, if he has been taught by a true foster-parent in a select preparatory school where the classes are small, he will have been well grounded in the rudiments of the language. I would call Mr. Tarver's attention to an observation of Bismarck: "Russian is quite as difficult as Greek and much more useful." And a corollary of this theory is that there are to be no short cuts—no "Latin without tears," no easy colloquial methods which may suit very well courier languages that are learned for use, to be spoken and understood, such as French and German. "The acquisition of a language [I again quote Mr. Tarver] is educationally of no importance: what is of importance is the process of acquiring it." The bilingual Welsh-

*From a paper read at a meeting of the members of the College of Preceptors of England.

man or the Swiss hotel porter is no more educated than the Wilts clod-hopper with his vocabulary of two hundred words. Let me quote as a counterblast a dictum of Mr. Bowen, of Harrow, which may be found in the same volume as the Sidgwick essay to which I shall subsequently refer. After laying down as an essential of all teaching that the study must be in itself, or must be made to the pupil, attractive, he proceeds: "Above all the work must be easy. Few boys are ever losers from finding their task too simple; for they can always aspire to learning what is harder; many have had their school career ruined by being set to attack what is too hard." Look on this picture and on that, and say which of the two is the truer pedagogic.

In an interesting monograph on "The Teaching of Latin and Greek in the Secondary School," by two professors in Cornell University, Professor Bennett sets down training in English as the first and most important reason for studying Latin: "First and foremost, I should say that Latin is of value because it confers a mastery over the resources of one's mother tongue. To my own mind this reason weighs more than all others combined." This mastery, according to Professor Bennett, is acquired by constant practice in translation from Latin into English, translation which must be at once accurate and elegant, and it cannot be acquired so surely or so fully by any other method, neither by the study of a modern language, nor assuredly by the study of English alone.

In my judgment this line of defence is much sounder and more reasonable than the treadmill theory, and, with some reservations and considerable qualifications, I am prepared to allow the plea as valid.

When we pass beyond the elementary stage of education, the study of a foreign tongue is, by almost universal consent, an integral part of the curriculum. Further, translation combines most of the *desiderata* in a scholastic exercise. It can be graduated to suit every age and capacity; it gives the pupil something to do, not merely to learn—he feels himself a poet, a maker in his small way, just as does the carver of a Sloyd spoon or one of Mr. Ablett's impressionists; it sets him a number of little problems of infinite variety which tax his memory, his common sense, his *Sprachgefühl*. And, incidentally, there can be no doubt that he does thereby gain a more intimate acquaintance with his own language, a practical knowledge of its qualities and its limitations, and a command of it as an instrument of expression. But that Latin, even if taught as it is taught at Cornell University (and how few are the teachers who even aim at such results!)—that Latin can be a substitute for English teaching is a chimera relegated to the limbo of the philosopher's stone and "aurum potabile"; so at least we imagined till we read Professor Bennett's volume.

Thus far I have been clearing the way. I have shown, or attempted to show, to whom we should *not* teach Latin, and *a fortiori* Greek. I have pointed out that the stock arguments advanced by its professors rest on no sound psychological basis; that they have been manufactured *a posteriori* to bolster up a falling cause built on no more solid foundation than tradition. My conclusions have been wholly negative, and some of you, I fear, will have set me down as a sworn foe to the classics, a Trojan whose gifts (if I may transpose the Virgilian parts), are to be regarded with suspicion. I hope before we part to convince you that I am no renegade; that, if to my dying day I shall regret that at school I was taught no word of English literature, or history, or science, I am grateful every day of my life that I learned at school the elements of Latin and Greek, and scarce a day passes on which I do not read some portion of a Greek or Latin classic.

For those who endure to the end, who carry on the study of Latin and Greek to the stage of ability to read ancient literature, and of finding pleasure in reading it, I am profoundly convinced of the value of classical studies; and, with the proviso that it is not to be made the one way of salvation, that a man may be highly educated and highly cultured, too, without knowing a word of Latin or Greek, I would subscribe to all the glowing eulogiums that have been pronounced on the study by Thring and Kennedy, by Professor Butcher and Sir Richard Jebb. My protest has been against enforcing Latin on unwilling pupils who will not get beyond the accidence; whose knowledge of Latin literature will be confined to a book of Caesar's "Commenties" and some scraps of Ovid or Tilbullus, to a sacrifice of the multitude of narthex-bearers for the sake of the few initiated.

Henry the II., Called Curtmantle.

(1154-1189.—REIGNED 35 YEARS.)

High school pupils are neither too dignified nor too unnatural to enjoy what Frances Hodgson Burnett calls "the eternal chase after the story." Most of our school histories give the dry bones of historical fact, without any of the personal touch which is the genuinely interesting part of it all. THE SCHOOL JOURNAL in its high school number (published the last Saturday in each month), will give from time to time anecdotes, descriptions of historic personages, and other points that will add largely to the interest in English and European history. The stories of Henry II. of England given below were taken from a book published in England by William Blackwood & Sons, in The Educational Series edited by Professor Meiklejohn.

Henry the Second was the son of Maud—the daughter of Henry the First—and Geoffrey, the Count of Anjou in France. His father was called Geoffrey of the Broom-Plant, or Geoffrey Plantagenet; because he was in the habit of wearing a sprig of this plant in his cap. Henry II. was more of a Frenchman than his grandfather, or even the other Norman kings; while he was a Norman only on his mother's side, on his father's side he was a Frenchman. He was the first Plantagenet who sat upon this throne of England; and he reigned not only over England, but he ruled also over about two-thirds of France, and was more powerful in that country than the King of France himself. He was a man of middle height, with a large round bullet-shaped head, a ruddy face—broad and almost square—and with large, open, staring, dark-brown eyes.

We have seen that, during the reigns of Stephen and Matilda, England had been for nineteen long wretched years the scene of fightings, robbery, pillage, and bloodshed. Henry at once set to work to put all this right; and he worked hard. He made the barons pull down their strong castles—those "dens of thieves and robbers"; he encouraged farmers and laborers to work; he protected every kind of industry; and there was peace in the land once more. King Henry was perhaps the hardest worker in all his kingdom. An old writer tells us: "He stands on his feet from morning to night, when engaged in business. If his plans require it, he will travel in one day as far as other men will in five, and he tires out the strongest men by his rapid journeys." The King of France said of him: "He neither rides nor sails; he flies with the swiftness of a bird; he is said to be in England, and he is in France; he is believed to be in Ireland, and he is in England." By his hard work and stern rule, he in time broke the power of the unruly barons, and brought good order and peace into his kingdom.

His chief adviser and fellow-worker in all this was a young man called Thomas Becket. The father of this young man, Gilbert Becket, was a great merchant, and the Portreeve (or Lord Mayor)

of London. Becket had been educated at the University of Paris. He was a tall, handsome, bright-eyed, high-spirited, and brave young man. The king thought so highly of him, that step by step he raised him to be Chancellor of the kingdom. Both he and the king were mere youths; and they soon became fast friends; they worked and wrote, consulted and jested, sported and played together.

Becket's mode of life was on a far grander and richer scale than that of the king; he kept open house, and any man might come in and feast at his table. The great nobles of the land sent their sons to serve as pages in his house. He kept in his family seven hundred knights; he had also in his pay a small army of 1,200 cavalry and 4,000 infantry.

When Archbishop Theobold died, Henry resolved to raise Thomas Becket to the archbishopric of Canterbury, the highest place in the Church of England. Becket was very unwilling. Pointing to his gay and splendid attire, he said to the king—"You are choosing a fine dress to figure at the head of your Canterbury monks." Henry, however, was firm; and chose Becket because he thought him the most able man. But as soon as he had been made archbishop, a great change came upon Becket. He left off his gay clothes, and wore next his skin a hard shirt of haircloth; he gave up his costly feasts, his long train of knights and attendants, and every evening washed with his own hands the feet of thirteen beggars. Instead of knights and barons at his table, there came and ate with him only poor men—learned clerks and pious priests. Now that he was at the head of the Church in England, he cared for the Church, and for the Church alone; and he no longer spent hisdays with Henry, as he used to do. He quarrelled with the king about church government and had to flee to France.

The Archbishop of Canterbury, after more than six years' absence from home, met Henry at a town in France, and became friends with him again. There was, therefore, nothing now to keep him from his work and from the old scene of his labors in the lovely city of Canterbury. He accordingly made his way to the coast of France, took ship, and set sail for England. When his friends—the monks and clergy who were with him—saw once more the old white cliffs of their dear native land, they turned to Archbishop Thomas and said: "That is England! we shall soon be at home again!" "Yes," replied Becket; "but you will wish yourselves somewhere else before fifty days are over." The heart of the great Archbishop did not beat high with hope; it was, indeed, filled with nothing but forebodings and fear. When he landed, the men and women of Kent met him with blessings and shouts of welcome; but all he said, in reply to their delight and outbursts of joy, was: "I thank you, my dear friends; but I am come to die among you."

He did not come to England with peace and forgiveness in his heart. Even before he set out for his native shores he had issued letters of excommunication against the Archbishop of York, and the new bishops of London and Salisbury. No sooner had these three priests learned this than they set sail for France to make their complaints to the king. Henry burst into a fit of the most terrible anger. Wild words broke from him in his rage. "Is there none of you cowardly fellows," he cried, "whom I feed at my table, will rid me of this proud priest? The creature came to my Court on a lame horse without a saddle, and now he sits upon the throne, and the knights, who eat of my bread, look on!" The King did not mean to ask his knights to put him to death; he was simply raging and storming—uttering wild, mad, and wicked words in the heat and fury of his fierce and lawless passion. Four of Henry's knights, stung by these bitter words, left the Court that night, took horse, made their way to the coast, crossed the Channel, and galloped in all haste to the palace of the Archbishop Thomas in the city of Canterbury.

The knights forced their way into the palace, and even into the private room of the Archbishop. They asked him to take off the excommunication and to set the three bishops free; but he curtly and sternly refused. They threatened him with death; he stood calm, silent, and unmoved. The four knights left the palace and went away to look for their arms; the time for vespers had come, and the Archbishop went into the cathedral as usual.

The monks were singing in the choir, when two boys rushed in terror up the nave, dropped panting and breathless on their knees before the Archbishop, and cried that the soldiers were bursting into the cathedral. The four knights had forced their way in, and the clank of their steel armor echoed dismally thru the aisles as they ran forward—Reginald Fitzurse in front, shouting, "This way, this way, King's men!" They rushed into the church: it was about five o'clock on a December evening; and there was no light except the feeble light which came from a few candles that burned before the altars. "Where," shouted Fitzurse, "where is the traitor, Thomas Becket?" The Archbishop turned and came down the steps to the transept—"Here am I, no traitor,—no traitor, but a priest of God!" He planted himself with his back against a pillar, and calmly faced his foes.

Fitzurse sprang back a few paces. Then the knights gathered round him with the shout: "Free the bishops! Free the bishops!" "I can do nothing! I can do nothing but what I have done!" replied Becket. Fitzurse pressed the blade of his axe against his breast and cried: "You shall die! I will tear out your heart!" Another, who did not wish to kill him, struck him on the back with the flat of his sword, and said: "Fly, Archbishop; fly, or you are a dead man!" "I am ready to die," replied Becket, "for God and the Church!" Fitzurse now threw down his axe, and tried to drag him out by the collar of the cloak. "Come along, you are our prisoner!" But Becket wrenched his cloak out of the grasp of Fitzurse. One of the knights, named Tracy, was seized by the powerful arm of Becket, who flung him at full length upon the pavement of the cathedral. It was impossible to drag the resolute man away; he stood his ground against all the strength of four strong knights.

The knights were now furious with rage; and in their rage they forgot everything—they forgot the sacred place, the service, the man, themselves. Fitzurse rushed upon the Archbishop with his drawn sword, shouting "Strike! strike!" and Tracy also sprang forward and dealt him a blow on the head. The blood ran down his face; he wiped it off with his arm, and said, "Into thy hands, O Lord, I commit my spirit." Then he turned his face to the altar and muttered in a low voice, "For Christ and the Church I am willing to die!" So saying, he fell slowly flat on his face; and, in his fall, the folds of his mantle lay in perfect order. While he was lying there, another knight aimed a blow at his head with such force that a piece of his skull was struck off, and the sword-blade snapped in two upon the pavement. The Archbishop was dead; and the thoughtless wish of the king had been carried out. "Let us be off!" cried one of the knights—"let us be off! The traitor is dead—he will never rise again!"

The news of this terrible and brutal murder sent a thrill of horror thru Kent, thru England, and thru Christendom. Henry himself shuddered with terror; and his conscience made his days wretched and his nights sleepless. The people of England looked upon Becket as a martyr; pilgrimages were made to his tomb; it was said that miracles were

wrought there—that the sick were healed and the lame were made able to walk again. Becket was made a saint, and he became the most popular English saint in the whole island.

Henry's Repentance.

Henry was afterwards very sorry for what had been done by his unruly knights. He felt the wickedness of the deed most when troubles and misfortunes came upon him. Three of his sons rebelled against him; his own wife became his bitterest enemy; and several of his barons rose against their king. The Pope too sent him word that, to show his sorrow for the crime that had been committed, he must go and do penance at the shrine of the martyred bishop. Henry crossed from Normandy, where he was staying; made his way to Canterbury; knelt at the tomb of the murdered man; pressed his face to the cold marble; and then, rising, poured forth to the monks and priests his sorrow for the wicked words he had spoken, and the cruel and impious deed that had sprung from them. His penance was not yet over: the monks scourged him with knotted cords; and he passed the night in the dark crypt.

It was in this reign of Henry II. that England first gained a firm footing in the neighboring country of Ireland; and the invasion of Ireland by an English army is one of the chief events of Henry II.'s reign. That country was at this time divided into six kingdoms; and the petty chiefs and kings were constantly at war among themselves. One of these, Dermot, King of Leinster, had been driven from his throne. He made his way to Henry and promised that, if he would help him to regain his crown, he would hold his kingdom as a subject of the kings of England. Henry, however, could not go to Ireland himself; but he allowed Richard Strongbow, Earl of Pembroke, to take with him an army to help Dermot. Strongbow took Waterford, Dublin, and other towns; married Eva, the daughter of Dermot; and the power of the English kings was now firmly planted in Ireland. Henry himself visited Dublin in 1171, and received the homage of the Irish kings and chiefs.

Henry was a good king to England, and a kind father to his children. He was, however, not happy in his family, nor were his sons good sons to their father. They wanted to have for themselves portions of his dominions to rule over; but Henry told them that he was not in the habit of taking off his clothes till he went to bed. By this he meant that he would not hand over his lands and power to his sons till after his death. So the three sons, angry at their father's refusal, made a league with the kings of France and Scotland, and fought eagerly against him.

They marched into Henry's lands in France; and the father had to flee before them. One after another of his French towns was taken from him; and feeling old, very ill and weak, full of pain, shame, and sorrow, he retreated before the armies of his sons. At last he lay on his deathbed: and he sent a messenger to beg for peace. When a peace had been made, he asked to see a list of the barons who had risen against him. At the head of the list stood the name of John, his youngest son, his favorite, his best-loved child, the friend and companion of his sports and his labors. Turning his face to the wall, he said: "Now let things go as they will; I care no more for myself nor for the world!" He was carried to one of his castles in France, and there he died in 1189.

The New York City school teachers' retirement fund showed on January 1, a surplus exceeding one million dollars, of which eight hundred thousand dollars are by law set apart as a permanent fund.

The Man and His Work.

By JOHN L. SHROY.

I haven't much faith in the man who complains
  Of the work he has chosen to do.
He's lazy, or else he's deficient in brains,
  And—maybe—a hypocrite, too.
He's likely to cheat and he's likely to rob;
Away with the man who finds fault with his job.

But give me the man with the sun in his face,
  And the shadows all dancing behind;
Who can meet his reverses with calmness and grace,
  And never forgets to be kind;
For whether he's wielding a scepter or swab,
I have faith in the man who's in love with his job.

—September *Lippincott's.*

Coming Meetings.

October 31-November 2.—County Institute meeting at Tillamook, Ore.

November 1, 2, 3.—Southwestern Iowa Teachers' Association, Atlantic, Ia.

November 1, 2, 3.—Southern Minnesota Teachers' Association will be held at Mankato, Minn.

November 2-3.—The Range Teachers Association (N. E. Minnesota Educational Association) will be held in the Central High School, Duluth, Minn.

November 2, 3, 5, 6.—The Parents' National Educational Union, Tenth Annual Conference, will be held in The Pavilion, Brighton, England. Presidents, The Right Hon. The Earl and Countess of Aberdeen.

November 7-9.—County Institute meeting at Salem, Ore.

November 8-10.—The Eleventh Annual Convention of the Southeastern Minnesota Educational Association will be held at Winona, Minn.

November 9.—New England Association of Superintendents, at Boston, Mass.

November 9-10.—Central Ohio Teachers' Association will hold meeting in Indianapolis.

November 9-10.—New Jersey Council of Education, at Jersey City.

November 12-14.—County Institute meeting at Central Point, Ore.

November 13.—Biennial Convention of County Superintendents will be held in San Diego.

November 14-16.—County Institute meeting at Grants Pass, Ore.

November 26-28.—State Association meeting at Portland Ore.

November 26-28.—State Association meeting at Pendleton, Ore.

November 30-December 2.—The Social Education Congress, at Boston. Frank Waldo, Corresponding Secretary Room 16, Rogers Building, Boston, Mass.

December.—Northwestern Nebraska Educational Association. For date and place of meeting write Supt. D. W. Hayes, Alliance.

December 1-3.—Southeastern Minnesota Educational Association meets at Winona. W. F. Kunze, president.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26, 27, 28.—New Jersey State Teachers Association, at Atlantic City.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

Holiday Week, 1906.—State Teachers' Association, Syracuse, N. Y.

Holiday Week, 1906.—Associated Academic Principals. Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis.

Gems From the German.

Every student of the German language should be familiar with as many of the beautiful lyrics written by the poets of Germany, as possible. Certainly every secondary school pupil can commit as many as a half dozen of these in the course of the year, and there are many more which every well-educated person should have read. Some of the German readers give selections from the best poets, more do not. Every boy and girl in Germany can repeat those given below, and many others besides. If you have not sufficient time to do much with them, at least copy them upon the board, and have them read, one at a time, during the recitation periods.

Erlkönig.

The poem given below has been set by Schubert to music. It is considered one of the greatest songs in existence. The poem itself is one with which all students of German should be familiar.

Wer reitet so spät durch Nacht und Wind?
Es ist der Vater mit seinem Kind;
Er hat den Knaben wohl in dem Arm,
Er fasst in sicher, er hält ihn warm.

Mein Sohn, was birgst du so bang dein Gesicht?
Siehst, Vater, du den Erlkönig nicht?
Den Erlenkönig mit Kron' und Schweif?
Mein Sohn, es ist ein Nebelstreif.

"Du liebes Kind, komm, geh' mit mir,
Gar schöne Spiele spiel' ich mit dir;
Manch bunte Blumen sind an dem Strand;
Meine Mutter hat manch gülden Gewand."

Mein Vater, mein Vater, und hörest du nicht;
Was Erlenkönig mir leise verspricht?
Sei ruhig, bleibe ruhig, mein Kind;
In dürren Blättern saüselt der Wind.

"Willst, feiner Knabe, du mit mir gehn?
Meine Töchter sollen dich warten schön;
Meine Töchter führen den nächtlichen Reihn,
Und wiegen und tanzen und singen dich ein."

Mein Vater, mein Vater, und siehst due nicht dort
Erlkönigs Töchter am dustern Ort?
Mein Sohn, mein Sohn, ich seh' es genau;
Es scheinen die alten Weiden so grau.
"Ich liebe dich, mich reizt deine schöne Gestalt;
Und bist du nicht willig, so brauch' ich Gewalt."
Mein Vater, mein Vater, jezt fasst er mich an!
Erlkönig hat mir ein Leids gethan!

Dem Vater grauset's er reitet geschwind,
Er hält in Armen das ächzende Kind,
Erreicht den Hof mit Mühe und Not;
In seinen Armen das Kind war tot.

—GOETHE.

Sehnsucht.

Ein Fichtenbaum steht einsam
In Norden auf kahler Höh
Ihn schläfert; mit weisser Decke
Umhüllen ihn Eis und Schnee.

Er traünt von einer Palme,
Die fern in Morgenland
Einsam und schweigend trauert
Auf brennender Felsenwand.

—HEINE.

Das Schloss am Meer.

Hast du das Schloss gesehen,
Das hohe Schloss am Meer?
Golden und rosig wehen
Die Wolken drüber her.

Es möchte sich niederneigen
In die spiegelklare Flut,
Es möchte streben und steigen
In der Abendwolken Glut.

"Wohl hab' ich es gesehen;
Das hohe Schloss am Meer,
Und den Mond darüber stehen
Und Nebel weit umher."

Der Wind und des Meeres Wallen
Gaben sie frischen Klang?
Vernahmst du aus hohen Hallen
Saiten und Festgesang?

"Die Winde, die Wogen alle
Lagen in tiefer Ruh',
Ein Klagelied aus der Halle
Hört ich mit Thränen zu."

Sahest du oben gehen
Den König und sein Gemahl?
Der roten Mäntel Wehen?
Der goldnen Kronen Strahl?

Führten sie nicht mit Wonne
Eine Schöne Jungfrau dar,
Herrlich wie eine Sonne,
Strahlend im goldnen Haar?

"Wohl sah ich die Eltern beide,
Ohne der Kronen Licht;
Im schwarzen Trauerkleide;
Die Jungfrau sah ich nicht."

—UHLAND.

The Greek Language.

A writer in the *Outlook*, Mr. George Henderson, points out the singular position which the Greek language enjoys, and urges that many reasons combine to give it a just claim to the position of the universal language so much in request. It is quite true, he says, that it is a classical and a modern living language at one and the same time, it is also true that it was for about a thousand years practically an international language in the Eastern Mediterranean and the countries along its shores, from which it succeeded in ousting both the Phœnician and the Babylonian tongues, and that it still fulfils that duty in the Levant, where Latin is virtually dead.

Moreover, Mr. Henderson is right in urging that Greek is not in reality nearly so difficult a language to learn as Latin; if its paradigms wear a formidable appearance, the construction of its sentences approximates much more closely to that of modern languages. But with all that is urged, and much of it, we feel, is put with considerable force and ability, we cannot help thinking that the writer is holding a special brief on behalf of Greek as the universal language, and that in so doing he is only another of the many who are sighing after the unattainable.—*The School Guardian.*

For pimples, blotches, bad complexion, Hood's Sarsaparilla is the medicine to take—it has established this fact.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, $2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE ($1.00 a year) and EDUCATIONAL FOUNDATIONS ($1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, $1.25 a year. A large list of teachers' books and aids is published and kept in stock.

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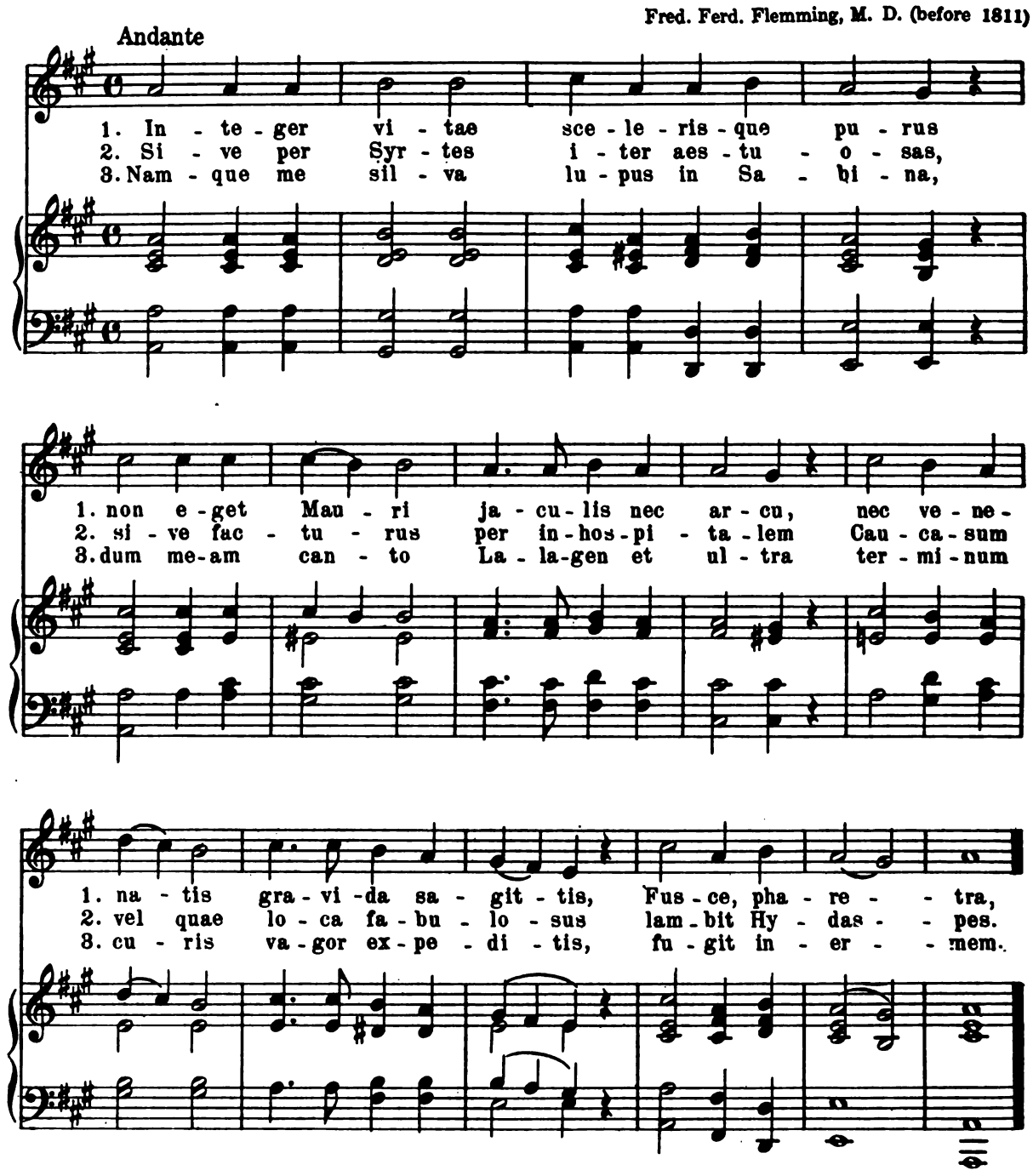
Integer vitae.

Quintus Horatius Flaccus. (65-8 B. C.)

Fred. Ferd. Flemming, M. D. (before 1811)



The Educational Outlook.

Backward Children.

Under the supervision of the Department of Public Health and Charities, of Philadelphia, is issued a paper by Mrs. Margaret Cutting, principal of the Special School. The subject of the paper is "The Care and Education of the Backward Child."

Mrs. Cutting urges upon parents and teachers alike, the importance of not chiding a child that has failed of promotion, until a thoro investigation of the circumstances of the case has shown that the fault is really the child's In many instances it is not, and the pupil is discouraged and disheartened by the lack of sympathy which he feels tho he cannot express it, or explain his needs.

The writer mentions a number of causes for backwardness in pupils, which, if understood by parents and teachers may be easily remedied before irreparable harm is done. Lack of proper nourishment is one of the commonest reasons why children are not capable of advancing with their classes. "Not because the parent deliberately starves the child," says Mrs. Cutting, "but because the diet is not carefully considered." Defective sight and hearing frequently make it impossible for a child to keep pace with his classmates. A pupil who cannot see clearly work done at the blackboard, or who is hampered in reading a book, or who misses a word here and there from the teacher's explanation of his work, is almost hopelessly handicapped. The child frequently does not know that his schoolmates hear or see better than he does, and if he does realize the difference he is often so ashamed of the fact that only the greatest tact can persuade him to let it be known.

If taken in time these defects can often be overcome, or in the case of deafness lip reading can be taught, and the pupil may be able to go on with the class.

If from any of these causes, or on account of lack of ability, the pupil cannot do the work assigned for a year in the regular school classes, it is far better that he should take two years to cover the ground in a class especially designed for the purpose.

In fact, many children who are naturally slow in mental work, if allowed the time which they require, may gain a far more thoro mastery of the subjects studied than their swifter fellows, and in the end prove useful citizens, accustomed to doing thoro work in whatever they undertake. In Mrs. Cutting's words: "If you know a backward child help him to-day; to-morrow may be too late."

Phonetic Spelling in Scotland.

Dr. James Donaldson, principal of St. Andrews University of Scotland, offered at the opening of the winter session of the University, some excellent arguments for the adoption of phonetic spelling. Dr. Donaldson stated that by the use of phonetic spelling children and illiterates could learn to read in from one-fourth to one-third of the time required formerly. As there are constantly millions of persons engaged in learning to read and write, millions of hours would thus be saved.

Reference was also made by Dr. Donaldson to the great assistance it would be in governing the colonies and dependencies, as it would give a great impetus to the movement to have every citizen of the British Empire know the English language.

Raise for Yale Professors.

The senior officers in each undergraduate department at Yale, and some others have had their salaries fixed at $4,000, in conformity to the plan outlined by President Hadley at the last commencement. About thirty-five professors who are doing "full work" are benefited by the change.

Social Education Congress.

An event of more than usual importance, not alone to educators, but to every one interested in good citizenship will be the "Social Education Congress," to be held in Tremont Temple, Boston, Mass., on Nov. 30, Dec. 1 and 2, as announced in THE SCHOOL JOURNAL some weeks ago.

At the different sessions various topics having to do with the general subject will be discussed. These include the question of education for citizenship, in its many phases, industrial education, school and family, health and education, etc.

There will be five general sessions held on Friday afternoon and evening, Saturday afternoon and evening, and Sunday evening. On Friday afternoon Governor Guild, of Massachusetts, President Eliot of Harvard University, Mayor Fitzgerald, of Boston, George H. Martin, Secretary of the Massachusetts State Board of Education, and, it is hoped, Andrew Carnegie, will speak on "Education for Citizenship." The Friday evening topic will be "The School as a Social Organism." The speakers announced for this meeting are Professors W. D. Jackman, of the University of Chicago, Lindsay, of the University of Pennsylvania, and President Thompson, of the Ohio State University.

The third general session, on Saturday afternoon, will consider the "School and the Family." Among the speakers are Miss Jane Addams, of Hull House, and Dr. Washington Gladden.

Those who will discuss "Industrial Education" at the Saturday evening meeting, will be Mr. Frank A. Vanderlip, of New York, Dr. E. Benjamin Andrews, Pres. F. P. Fish, of the American Telephone and Telegraph Co., Mr. Alfred Mosely, of England, and Mrs. Woolman, Director of the Manhattan Trade School for girls.

The last session, on Sunday evening, will be devoted to the consideration of "The Education of Conscience." Most Rev. W. H. O'Connell, Archbishop Coadjutor of Boston, and Dr. G. Stanley Hall, of Clark University, will speak.

On the mornings of Friday and Saturday, the Massachusetts State Teachers' Association will hold its annual meeting, together with the section meetings. Among the general topics for discussion are "University of School Extension,"

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"Self-Organized Group Work," "Commercial Education," and "Social Training in Early Childhood." The list of speakers already secured includes such well-known names as Herbert Putnam, of Washington, Dr. L. H. Gulick, of New York, Prof. C. R. Richards, of Columbia University, and Miss Lucy Wheelock, of Boston.

Among those who will address the section meetings are Dr. Martin G. Brumbaugh, of Philadelphia, Dr. J. P. Haney, director of art and manual training in New York, Dr. Helen C. Putnam, of Providence, and Mrs. Frederic Schoof, President of the National Congress of Mothers.

Mr. James P. Monroe is chairman of the executive committee which has charge of the arrangements for the Congress, and every effort is being made to see that it is a great success.

Exhibit of Illuminated Manuscripts.

At the library of Columbia University some remarkable illuminated manuscripts from the collection of Mr. J. P. Morgan are being exhibited. The exhibition was opened to the public on October 15, and will remain open until November 3.

The specimens shown cover the great period of this almost lost art. The earliest example is an Evangelia Quator, written in Tours in the eighth century, and the latest is the splendid Montpensier manuscript, which contains four devotional treatises written in 1769 for Anne D'Orleans, "La Grande Mademoiselle."

The miniatures of the former are strong in line, simple and crude; those of the latter are graceful in line and delicate in coloring.

Some of the most noteworthy, without keeping to their chronological order, are the following: "The Officium Beator Mariae Virginis" is an Italian manuscript illuminated by Johannes Bentivolus in 1497. Among the miniatures in this volume is a beautiful representation of the Virgin and a knight in full armor with the Cross emblazoned on his pennant, a favorite medieval anachronism, bending over the Christ Child. The drawing of the figures is fine, and the face of the Virgin in its delicacy, reminds one of the sad loveliness of Botticelli's Madonnas. The landscape which forms the setting of the group is characteristic of the Italian art of the period. The whole is framed in a border of rich coloring.

Another manuscript of this period contains a strangely drawn representation of the youthful David, standing with his foot on the head of Goliath.

A beautiful "Nativity" is found in the Evangeliaum Codex, an Italian work of the first half of the fifteen century, which Peter, Bishop of Padua, presented to Pope Eugene IV.

A "Horae Beator Mariae Virginis," done by David Gerard of Ghent, shows the finished beauty of the Flemish school. One of the finest miniatures in the volume is an "Annunciation" of great richness of color, and with a minutely worked out architectural background.

A "Brevarium Romanum," done about the year 1490, by the schools of Weydens and Van Eyck, shows specimens of the work of Hans Memling, Gerard Vander Meire, Gerard of Ghent, and other Flemish artists.

Among the most interesting examples of English illumination are the famous "Huntingfield Psalter," which dates from the middle of the twelfth century, and the "Psalterium Davidis," done in London about a century later. Accompanying the latter is a description in the autograph of William Morris, in which he says, "Tho this book is without figure work, the extraordinary beauty and invention of the ornament make it most interesting."

Examples of work in grisaille are the "Historia S. Benedicti," a small Italian manuscript of about 1250, and the "Bible d'Herman" (*Histories romanesques de la Bible, mises en vers francais*), a large folio done in 1360, with over two hundred miniatures scattered thru the text.

In studying the collection one should not fail to notice the beauty of the chirography, for this, too, is the work of masters. The collection, as a whole, reflects the growth of art in Europe from the naive, but sincere, early Christian art with its strong colors, to the over-refined gracefulness of the decadence of French art. All who possibly can should repay the trouble to which the authorities of Columbia University, especially Dr. V. G. Simkhovitch, have gone in preparing the exhibit, by visiting it.

New York Council of School Superintendents.

The program of the meeting of the New York Council of School Superintendents, held at Rochester, October 17, 18, and 19, was divided as follows: Wednesday was devoted to visiting the schools of the city, and those present at the evening session listened to addresses on "Waning Respect for Authority; Cause, and Remedy," by Rush Rhees, President of the University of Rochester, and Hon. Peter B. McLennan, LL.D., of Syracuse, Presiding Justice of the Appellate Division of the Supreme Court.

The Thursday morning session was largely given up to the expression, by prominent educators, of their ideas on minute prescriptions in education by the State.

The sessions of Thursday afternoon and Friday morning were devoted to a free discussion of important matters connected with the superintendent's work, which was most interestingly taken up by the members.

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Out-of-Door Gymnasium of a Public Playground in New York City.

Missouri School Moneys.

Hon. W. T. Carrington, State Superintendent of Schools in Missouri, in investigating the condition of the schools of his State, has found that they are in many cases overcrowded, and that the teaching force is inadequate.

This, Mr. Carrington says, is due to the new compulsory education law. To meet the rapid growth of the schools an increase in school funds will be absolutely necessary. This he believes could be secured if all the property thruout the State were properly assessed, for by his estimates thousands of dollars' worth of property is allowed to remain untaxed.

Mr. Carrington said that this revision of assessment would also help to secure better salaries for the teachers, a point, the importance of which, he strongly emphasized.

The average salary of the city teacher in Missouri, according to Mr. Carrington, is sixty-two dollars, and that of the rural teacher thirty-one dollars and seventy cents.

The Philippine Service.

The United States Civil Service Commission announces an examination on November 30–December 1, 1906, at the places mentioned in the accompanying list, to secure eligibles from which to make certification to fill existing vacancies, and vacancies as they may occur, in the position of teacher in the Philippine Service. The salary of this position ranges from $1,000 to $1,200 per annum, and will be based upon the experience and the relative standing in the examination.

Those appointed will be eligible for promotion to the higher grades in the service, ranging from $1,000 to $2,000 for teachers.

Women will not be admitted to this examination, except that the wives, immediate relatives, or fiancees of men examined at the same time for, appointed to, or already employed in the Philippine service may be examined; and, if they pass, they will be preferred in appointments, provided the men thru whom examination is allowed have been selected. Each of such applicants should state definitely in her application the name, address, and relationship of the person thru whom examination is claimed in order that there may be no delay in certification when the rating of the papers is considered.

It is desired to secure as a result of this examination as many eligibles as possible who are college graduates, especially graduates of polytechnic schools and of agricultural schools. It is also desired to secure eligibles who are graduates of normal schools. It is probable that appointments will be made as a result of this examination during the months of March and April, 1907, with a view to the arrival of the appointees in Manila about June 1.

The examination will consist of ten obligatory subjects. There will be no optional subjects given at this time.

Two days of seven hours each will be allowed for this examination. The first five subjects will be given on the first day, and the remaining subjects on the second day.

The examination will consist of the following subjects, weighted as indicated:

Subjects.	*Weights.*
1. Thesis (of not less than 300 words on either of two subjects given, to test knowledge of syntax, spelling, punctuation, and capitalization)	12.5
2. Penmanship (rated on thesis)	5
3. Arithmetic (as comprised in the ordinary grammar school text-books)	12.5
4. English (as treated in the ordinary grammar school text-books, including analysis and parsing)	12.5
5. Geography (mathematical, physical, and political)	10
6. History and civil government of the United States (as covered in the grammar school text-books and the Constitution of the United States)	12.5
7. Physiology and hygiene (as found in the grammar school text-books)	7.5
8. Nature study and drawing (involving a knowledge of the development, growth, habits, and peculiarities of the more common animals and plants, methods of interesting pupils in the study of the same, and skill in the execution of illustrative drawings)	7.5
9. Science of teaching (comprising school government, methods of teaching, duties of the teacher, etc.)	10
10. Experience, training, and fitness (rated on application form)	10
Total	100

Age limit, twenty to forty years on the date of the examination.

This examination is open to all citizens of the United States who comply with the requirements.

Each applicant for the Philippine service will be required to submit to the examiner, on the day he is examined, a photograph of himself, taken within three years, which will be filed with his examination papers as a means of identification in case he receives appointment. An unmounted photograph is preferred. The date, place, and name of examination, the examination number, the competitor's name, and the year in which the photograph was taken should be indicated on the photograph.

The medical certificate must be filled in by some medical officer in the service of the United States. Applicants should appear before medical officers of the Army, Navy, Indian, or Public Health and Marine-Hospital Service. If such an officer can not be conveniently visited a pension examining surgeon may execute the certificate. Special arrangements have been made with pension examining boards thruout the country to give such examination for a fee of $2, to be paid by the applicant. This certificate must not be executed by the family physician of the applicant. The medical officer should indicate his rank or official designation on such certificate.

Applicants should at once apply either to the United States Civil Service Commission, Washington, D. C., or to the secretary of the Board of Examiners at any place where examinations are to be held, for application Forms 2 and 375. No application will be accepted unless properly executed and filed with the Commission at Washington. In applying for this examination the exact title as given at the head of this announcement should be used in the application.

As examination papers are shipped direct from the Commission to the places of examination, it is necessary that applications be received in ample time to arrange for the examination desired at the place indicated by the applicant. The Commission will therefore arrange to examine any applicant whose application is received in time to permit the shipment of the necessary papers.

On the Coast.

Spokane, Wash.—In the selection of Graham B. Dennis, of Spokane, to the presidency of the Pacific Northwest Development League, fitting recognition was given by representative business and professional men of Washington, Idaho, Oregon, and Montana, to a man who has been identified with educational affairs in the Northwest since 1885, when he left Dayton, O. Mr. Dennis has been in the forefront in developing the resources of the Spokane district. The work of which he is most proud is that while a member of the Spokane City Council, and Chairman of the Building Committee of its School Board, he was successful in carrying out plans for the construction of several fine school buildings, especially the magnificent high school building in which are to-day nearly 1,400 pupils. Mr. Dennis was for a number of years treasurer of Jenkins University. He has been instrumental in attracting millions of Eastern capital to Spokane and the Northwest. He is deeply interested in educational affairs, and teachers at all times find in him a friend and wise counsellor.

Brotherhood.

All men are equal in their birth,
  Heirs of earth and skies;
All men are equal when that earth
  Fades from their dying eyes.

All wait alike on Him whose power
  Upholds the life He gave;
The sage within his starlit tower,
  The savage in his cage.

God meets the throngs who pay their vows
  In courts their hands have made,
And hears the worshiper who bows
  Beneath the plantain shade.

'Tis man alone who difference sees,
  And speaks of high and low,
And worships those, and tramples these,
  While the same path they go.

Oh, let man hasten to restore
  To all their rights of love!
In power and wealth exult no more,
  In wisdom lowly move.

Ye great! renounce your earth-born pride;
  Ye low! your shame and fear;
Live, as ye worship, side by side;
  Your brotherhood revere.

—HARRIET MARTINEAU

Alfred Bailey, M. D., Fall River, Mass., in a letter of recent date writes: I have had splendid results from antikamnia tablets in rheumatic gout, as well as la grippe. Antikamnia tablets offer a most convenient remedy for all nerve pain, particularly neuralgia and headaches, two tablets being the adult dose.—Massachusetts *Medical Journal.*

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The Alumni of a number of normal schools took advantage of the opportunity to hold reunions. Among these were Bloomsburg State Normal School, Stroudsburg Normal School, and the Mansfield State Normal School.

The New York Normal Art School is offering courses to prepare those who desire to teach any branches of art. This includes courses in free-hand drawing, scientific perspective, design, drawing from life, history of art, and the like. A special course is offered to normal school graduates, and those who have had experience in teaching, which may be completed in one year.

A Plea for the Small Boy.

Underneath his boastful little ways, his independence, the hard little shell of him that is really petrified shyness, the Small Boy's heart is in the right place. It fills a big part of his little interior. A gentle probing and you are likely to touch it anywhere. Suppose his hands are past redemption for a white boy's hands; suppose he leaves smirches and bangs and apple-cores in his turbulent little wake, never shuts doors, shouts nerve-rackingly, spills things, breaks things, stirs things up—I know, but look at the other side.

Here is a mother's debit and credit account with her Small Boy, kept for a single day:

BOBBY, DR.

Broke parlor window.
Lost hoze nozzle.
Upset palm.
Spilled mucilage.
Spilled milk.
Forgot to mail letters.
Forgot to get yeast-cake.
Tracked Maggie's floor.
Waked baby twice.
Said five "Gee whizzes."

BOBBY, CR.

Went up-stairs on errands seven times.
Went down-town on errands three times.
Threaded grandma's needles.
Spread out Maggie's clothes.
Mended baby's lamb.
Picked up threads on carpet.
Weeded.

Didn't say "Gee whiz" a dozen times!"
—Annie Hamilton Donnell, in *Harper's Bazar*.

Experience.

Experience teaches nothing more forcibly than it teaches this: If you get tired easily, if you are upset by trifles, if your appetite is poor, your sleep broken, the best thing you can do is to take Hood's Sarsaparilla.

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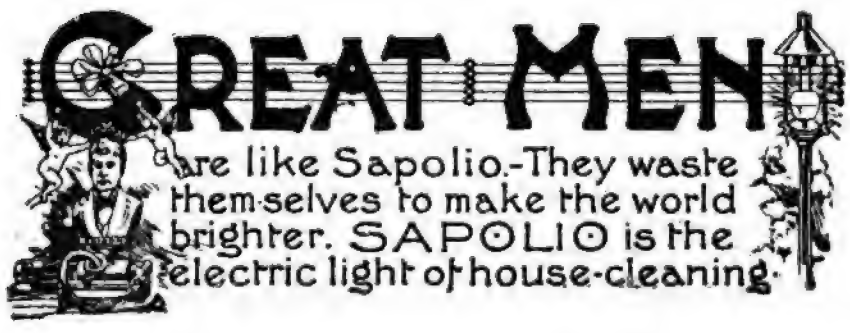

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Prin. David E Cloyd, of the Spokane High School, has given out a statement that the percentage of boys registered in his school is greater than that of any other school in the United States. Four hundred and forty-six boys, and 729 girls are enrolled, this making a percentage of a little more than 37.6 boys in the school, against 31 per cent., the highest known percentage in other schools.

The Columbia Conference of the Swedish Augustana Synod of the Lutheran Church, has decided to locate its college at Coeur d'Alene, Idaho, where it will have ten acres of land and receive a bonus of $25,000 toward an institution to cost $100,000. A member of the church, whose name is withheld, has subscribed $100,000 additional on condition that the college be named in his honor. Rev. J. Jesperson, of Spokane, has been elected to the presidency of the corporation, and it is officially announced that the college will be in operation in September, 1907.

Dr. G. S. Allison, Chairman of the School Board of Spokane, and other members of that body, have given out statements that the truancy law, compelling children between the ages of seven and fifteen years to attend school, should be enforced only with the utmost discretion as to circumstances, adding that the truant officer should use prudence in carrying out its provisions. The law says attendance six full months of the year is compulsory, and that failure means a fine of twenty-five dollars.

Here and There.

At the fall meeting of the trustees of Rutgers College, the resignation of Dr. Charles E. Hart was accepted. Dr. Hart occupied the chair of ethics. He is a graduate of Princeton College and the founder of the Murray Hill Presbyterian Church, New York.

From New York, Dr. Hart went to Newark, and after a pastorate of fourteen years became professor of English in Rutgers, and later occupied the chair of ethics. The trustees expressed their appreciation of his faithfulness and devotion in a resolution.

Professor Henry Howe, of Columbia University, has received an interesting acknowledgment of the aid he has rendered the science of metallurgy by his research.

The Czar of Russia has conferred upon him the Order of the Knighthood of St. Stanislas. Baron Rosen presented the patent of Knighthood and the star and cross of the order.

The recent meeting of the Teachers' Institute, of Lackawanna County, Pa., devoted its attention largely to the consideration of methods in nature study. County Supt. J. C. Taylor, is president of the organization, and Charles A. Judge, secretary.

TO LADIES ONLY.—The wish to be beautiful is predominant in every woman, and none can say she does not care whether she is beautiful or not. Dr. T. F. Gouraud's Oriental Cream, or Magical Beautifier, elicits a clear, transparent complexion, free from Tan, Freckles, or Moth Patches, and so closely imitating nature as to defy detection. It has the highest medical testimony, as well as professional celebrities, and on its own merits it has become one of the largest and a popular specialty in the trade. FERD T. HOPKINS, Sole Proprietor, 37 Great Jones Street, New York. For sale by all Druggists and Fancy Goods Dealers thruout the United States, Canada, and Europe.

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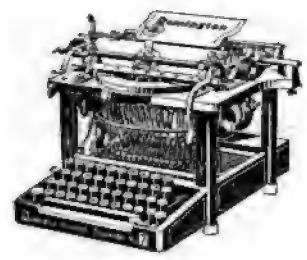

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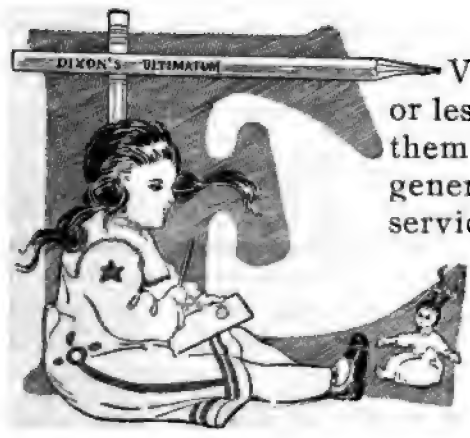

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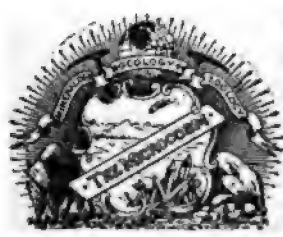

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII. For the Week Ending November 3, 1906 No. 16

OSSIAN LANG, Editor.

Acta Lilliputamiana.

The Lilliputamian Board of Education has decided to prohibit the use of all text-books prepared by teachers in the city's employ. Superintendent Conrade's grammar must go, and the collection of songs edited by Dr. Borachio, the director of music, will not be placed on the "approved" list. The Chairman of the Board declared that he considered it unbounded presumption on the part of any one connected with the system to become the author of a text-book, and that it was "flat burglary "to place a book by a local teacher in the hands of the children. He expressed high admiration for the superintendent, whom he regarded as an excellent authority on English grammar; but, he said, he would not let such conviction betray him into voting for books written by that gentleman. As to Dr. Borachio's song collection, he admitted that he knew nothing of music, but he felt himself compelled by virtue of his office to suspect that collection to be unfit for local use.

The only member on the Board who failed to grasp the overwhelming logic of the chairman's declarations, was Mr. Fish. Contrary to Lilliputamian traditions, he held that the only question that should be considered was what books were best adapted for the local needs. He could not rid his simple and benighted mind of the feeling that a book written by a teacher in the system, which had proved helpful to other schools, might be worth trying at home.

Mr. Verges caused consternation by the statement that authors were paid royalties by the publishers, and that a vote for the books by Messrs. Conrade and Borachio would actually put money into the purses of these gentlemen. Mr. Verges grew very eloquent in presenting his case. He insisted that teachers must look into their own hearts for reward, and that money was the root of all evil.

Superintendent Conrade asked for permission to explain. A vote of fifteen to fourteen accorded him the privilege of the floor. He said that all royalty received from the sale of his books in the city had been turned into the treasury of the Board.

Mr. Verdigris said he was glad to hear that Mr. Conrade returned to the city the money which the publishers had mulcted from it. He hoped that the papers would print that fact in large letters, as the superintendent had recently bought a fifteen dollar overcoat, and some of his (Mr. Verdigris's) constituents had expressed the opinion that this extravagance was due to the use of the Conrade grammars in the local schools.

Mr. Crotchet asked whether now that the grammars would be changed the Board would no longer get the usual royalty money from Mr. Conrade.

The Chairman ruled that the question was out of order. The ruling was sustained.

Mr. Fish asked that Dr. Borachio be invited to present his reasons for desiring his collection of songs to be placed on the "approved" list. Granted.

Dr. Borachio explained that there was a number of really great songs which pupils in the advanced grades ought to be familiar with. These songs had been collected in a book for the convenience of teachers and pupils. No other one book available for school use contained these songs.

Mr. Crotchet asked whether the publishers would agree to pay a royalty to the Board. Dr. Borachio replied that the matter had never been discussed with them, but that he had agreed not to accept any money from the books used in the local schools.

Mr. Fish could no longer control his feelings. "Mr. Chairman!" he shouted, "I cannot allow this discussion to proceed unchallenged. The question is about the advisability of adopting text-books prepared by teachers in the local service. We ought to be proud to have teachers who are considered qualified to supply books which reputable publishers are willing to publish. It is a credit to us, and shows that we displayed good judgment in the appointment of these teachers. Can any one be so illogical as to declare that the books written by Messrs. Conrade and Borachio may be good enough for other places, but we cannot endorse them? For my part I shall vote for the retention of Superintendent Conrade's grammar and the adoption of Dr. Borachio's song collection. We owe them this encouragement. As to royalties, that is not our affair. We shall pay what other places pay for the books. The author is as much entitled to compensation as any other worker. I have never run up against a physician who does not charge the members of his church for professional calls, and I know that in my law practice I expect compensation for all services, whether performed in office hours or outside of them. Even clergymen accept money for officiating at weddings and funerals, and on other occasions. Let us be fair with our teachers."

Mr. Verdigris called out "Question!" The Chairman presented the resolution, and it was decided by a vote of twenty-eight to one that hereafter no book can be used in the schools of Lilliputamia, in the preparation of which any one connected with the local system had had an active part.

Mr. Crotchet announced that he would shortly present a resolution forbidding the employment of any teacher capable of writing a text-book.

Religion and Church-State Schools.

The struggle now going on in England, aiming at the final separation of Church and State, should be to us a warning not to permit any powers to turn us from the course pointed out in the Constitution of the United States. There is no subject which stirs human feelings to such fury of resentment as interference with so-called "religious" tenets. The underlying trouble is a wrong conception of the scope of religion. The Church, as an anxious foster-mother, cannot rid itself of a feeling of responsibility for almost every action of its individual members. It would regulate, if it could, their uprisings and downsittings, the quantity and quality of their food and drink, their political views and social entertainment, the number of their daily ablutions, and the cut and pattern of their dress. In the dark past, when ignorance covered the people, and the functionaries of the Church were the only ones possessing intelligence and learning, this foster-mother spirit was a great civilizing force. But

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there comes a time in the development of peoples, as it does in that of individuals, when cradles, go-carts, and leading strings are no longer a help. Prescription gives way more and more to helpful suggestion. Real growth is from within. Human responsibility presupposes independence and self-direction. No institution, not even the Church, can free an individual or a people from this responsibility. The advance of civilization marked by the adoption of our Constitution as a working creed for the sisterhood of States, clearly recognizes this responsibility as fundamental. The Church is accordingly restricted in the scope of its worldly responsibility. Great Britain must acknowledge, in her Governmental affairs, the logic of this conviction.

Of course, every yielding up of worldly prerogatives and semblances of power provokes opposition from those who feel that loss most directly, even tho by virtue of their office they regard the present world as nothing compared with the one to come. We need another Hildebrand, one who can rise above the clamor of selfish contention and clearly understand the fundamental needs of the time, to define anew the specific duty of the Church. "Freedom from the world" wants a new interpreter, a man of deep religious conviction, fervent enthusiasm, and great personality.

The first thing concerning which at least the thoughtful people should have clear notions is the distinction between morality and religion. Morality has to do with conduct, which, as Matthew Arnold says, is three-fourths of life. It concerns the relati n of man to man—to man as individual and as soc ety—and to the lower creation. Whether a man has religion or not, he cannot rid himself of his moral responsibilities. Righteousness and charity that seeketh not her own but rejoiceth in the truth, are the supreme ideals. Morality does all things for the brother's sake. Religion adds to it the re-enforcing motive "for God's sake." Man's conceptions of God must be capable of constant purification and growth. The cultivation of these conceptions is a specific duty of the Church: "To glorify God and enjoy Him forever."

Fault has been found with our common schools because they do not teach religious tenets. As proof of their insufficiency are cited examples of lawlessness and lack of that reverence for authority which is so characteristic of the British. These examples establish merely that morality is taught either poorly or not at all, but they have nothing to do with lack of religion *per se*. Lawlessness and training in denominational religion not infrequently go hand in hand. The common schools are not doing their full duty if they do not make clear the brotherhood of man and the duties which one individual owes to another, to society, the State, and the lower creation. Once they meet their obligations in this direction fully and efficiently, there will still be enough work for the Church to do in leading man to the waters of life, which are the real sources of human happiness.

One strange experience—and yet it is not altogether strange—we meet with wherever there is a struggle for the redemption of secular education from Church control, is that the most violent opposition comes from the aristocracy. And yet is the aristocracy not particularly distinguished for that severe morality which is supposed to result from religiousness? Revelations of conditions in British high life would not lead one to suspect that the House of Lords would decide for compulsory religious instruction by a vote of 256 to 56, unless their vote be taken as a confession of their own greatest need. However, the lords do not send their children to the common schools. Their vote merely indicates that the "masses" must remain under the domination of the State Church.

Ruling by Prescription.

William McAndrew has a way of putting wholesome truths in an attractive and convincing form. His article in the present number is worthy of special notice. He touches upon a phase in the development of teaching efficiency the importance of which very few superintendents seem to realize. THE SCHOOL JOURNAL has repeatedly asked the question: Are slaves fit to educate free men? There are power men who would subjugate all personality to "system," ingeniously devised to make one single brain take the place of many brains. The evil frequently met with in American schools is that the teacher's personality is crushed by bureaucratic prescription. Teachers are in practice quite generally regarded as immature and irresponsible beings who must be made to walk in the way they should go by minute prescriptions emanating from the autocrat at the center of the system.

The conclusions to be drawn from William McAndrew's article bring us face to face with the sorest point in our common school administration. The article deals, of course, only with the situation as it confronts the professional teacher, the one who is actually trying with might and main to live up to the opportunities of the office. The others have no place in the school economy. School regulations should have to do only with the teachers who are worth having.

The training of atypical and deficient children is receiving more adequate attention from educational leaders than it ever did before. It is encouraging to note that the New England Association of School Superintendents regards the problem important enough to devote to it the greater part of its program on November 9. Among the speakers are Dr. Maximilian P. E. Groszmann, Miss Elizabeth E. Farrell, Supt. Walter H. Small, Dr. E. R. Johnstone, and Dr. W. E. Fernald. The searching for means to help the unfortunates is only part of the greater problem of how to give to each child the education of which he is most in need. We will never get quite to the end of this question.

To Promote Industrial Education.

The growing need for artisan training in this country has led a number of gentlemen connected with the trades and with technical schools to plan the formation of a society to promote industrial education. The preliminary announcements of such an organization are signed by:

Milton P. Higgins, Norton Emery Wheel Company, Worcester.

C. R. Richards, Teachers College, Columbia University.

Henry S. Pritchett, President Massachusetts Institute of Technology.

M. W. Alexander, General Electric Company.

James P. Haney, Director of Manual Training, New York City.

Robert A. Woods, Director South End House, Boston.

Leslie W. Miller, Principal Pennsylvania Museum and School of Industrial Art, Philadelphia.

J. Ernest G. Yalden, Superintendent Baron de Hirsch Trade School, New York City.

Charles L. Warner, Principal Technical High School, Springfield, Mass.

James P. Monroe, Monroe Felt and Paper Company, Boston.

Arthur A. Hammerschlag, Director Carnegie Technical School, Pittsburg.

Louis Rouillion, Director, Franklin Union, Boston.

Henry Bruers, Secretary Bureau of City Betterment, Citizens' Union of New York City.

Every one of these names is identified with the industrial training movement. It is a splendid list to begin with. The cause is a most important one. Steps are being taken to hold a large meeting in November, in Cooper Union, New York City. Prominent speakers have already been secured, and the new society will be launched at that time.

The President's Thanksgiving Proclamation.

The time of year has come when, in accordance with the wise custom of our forefathers, it becomes my duty to set aside a special day of thanksgiving and praise to the Almighty because of the blessings we have received, and of prayer that these blessings may be continued. Yet another year of widespread well-being has passed. Never before in our history or in the history of any other nation has a people enjoyed more abounding material prosperity than is ours, a prosperity so great that it should arouse in us no spirit of reckless pride, and least of all a spirit of heedless disregard of our responsibilities, but rather a sober sense of our many blessings and a resolute purpose, under Providence, not to forfeit them by any action of our own.

Material well-being, indispensable tho it is, can never be anything but the foundation of true national greatness and happiness. If we build nothing upon this foundation, then our national life will be as meaningless and empty as a house where only the foundation has been laid. Upon our material well-being must be built a superstructure of individual and national lives in accordance with the laws of the highest morality, or else our prosperity itself will in the long run turn out a curse instead of a blessing.

We should be both reverently thankful for what we have received and earnestly bent upon turning it into a means of grace and not of destruction.

Accordingly, I hereby set apart Thursday, the twenty-ninth day of November next, as a day of thanksgiving and supplication, on which the people shall meet in their homes or their churches, devoutly to acknowledge all that has been given them, and to pray that they may in addition receive the power to use these gifts aright.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed. Done at the city of Washington, this 22d of October, in the year of our Lord, 1906, and of the independence of the United States the one hundred and thirty-first.

THEODORE ROOSEVELT.

By the President:

ELIHU ROOT,

Secretary of State.

Better Salaries in Cincinnati.

By the action of the Union Board of High Schools of Cincinnati, O., a number of teachers will receive increased salaries in the future. Among those who benefited by this action of the Board are Henry Koch, $1,500 to $1,600; E. M. Benedict, $1,200 to $1,500, and P. E. Johnson, $1,700 to $1,800.

During the discussion with regard to salaries, Mr. O'Connell said that he was in favor of an increase in the salaries of all teachers, as he believed they richly deserved it, and that if Superintendent Dyer would submit a schedule for such an increase he would be glad to vote for it.

At this meeting the request of H. H. Brader for retirement was granted, the motion that his name be placed on the pension list was referred to the proper committee.

Co-Education Abolished in Chicago.

The University of Chicago has decided to abolish co-education and in its place build up two affiliated universities.

Dean William D. MacClintock recently made the announcement to the Women's College of Philosophy. In speaking of the new policy Dean MacClintock said: "These arrangements will insure privacy both to the men and the women. They will meet on a strictly intellectual basis. University life here needs to be more secluded and freer from the publicity which is now its greatest failing."

The work of segregation will be gradual, but when it has been completed men and women will never meet in class, at lectures, or at chapel.

Court Decision on School Fraternities

The Supreme Court of the State of Washington has rendered a decision which will be of interest to those educators who have been working to secure the abolition of school fraternities. An action was commenced by a schoolboy, in behalf of the Gamma Eta Kappa fraternity, against the board of school directors of School District No. 1, in Seattle, to restrain them from enforcing certain rules by which members of Greek letter fraternities are deprived of enjoying all high school privileges except attendance at classes.

The members have been prohibited from belonging to debating clubs, athletic teams, glee clubs, and the like.

The complaint alleged that all the members of the fraternity were of school age and were therefore entitled to all the privileges offered by the school. It was further contended that the organization was entirely unobjectionable, as its meetings were held at the homes of the members and with the consent of their parents, and that the rules in question were in excess of lawful authority.

In delivering its decision the court said: "The evidence of this witness with that of the president of the School Board and other school authorities, overwhelmingly establishes the fact that such fraternities do have a marked influence on the school, tending to destroy good order, discipline, and scholarship. This being true, the Board is authorized, and it is its duty, to take such reasonable and appropriate action by the adoption of rules as will result in preventing these influences."

Honor to Whom Honor!

EDITOR OF THE SCHOOL JOURNAL:

In the copies of THE SCHOOL JOURNAL recently received, I note that you have credited the articles on "The High School Course as Determined by the Adolescent" to me. I should be glad indeed to have been the author of the paper, but I was not, and I am sure you will want to correct the mistake and give full credit to Prof. O. H. Bakeless, professor of psychology and pedagogy in the Bloomsburg State Normal School.

J. GEORGE BECHT,

Clarion State Normal School, *Principal.*

Clarion, Pa.

Going Stale.

By WILLIAM MCANDREW.

There is before me a copy of an earnest address of a very excellent superintendent. In it there is a condemnatory sketch of the woman teacher who goes to dances. Don't I know that town?—three or four hundred like it in New England, New York, Pennsylvania, Ohio, Michigan, Indiana, and Illinois. It is the typical place where the general public, especially that part of it whose children are in school, watch the teacher and the minister as the professional informer used to keep eyes upon suspected Romans. What is the current table talk of Larkinville? It is Miss Perkins, the teacher. Everybody is her censor. Her speech, her clothes, her mannerisms, her uprising and down sitting are the proper themes for gossip and criticism. Superintendent Captious, absorbing the local breath, emits it in the form of criticism on the teacher who dances.

Pardon, a moment, please. Prof. John Tyler, of the chair of biology at Amherst, putting into popular language the findings of science so that we can all understand it, calls our attention to the fact that the use of the large muscles is necessary to save us all from nervous wreckage. A teacher, especially, sitting or standing in class-rooms five hours a day, breathing the exhalations from lungs and skins of thirty or forty beings, using her brain, her nerves, and the little muscles of the wrist and finger, will inevitably go stale in a short time unless she has an antidote.

What are the signs of going stale? A colorless skin, an uncertain sleep, a slowness to respond to humor, a dread of many things, a disinclination to new labor. The men and women in teaching who do not grow to a state of chronic staleness are exceptions. The typical teacher is cranky, fussy, and busy. He has no repose; she is a poor listener; he says everything over several times; she has lost mental acuteness; they are stale.

The Pedagog and the Real Man.

It is largely the fault of the man higher up. He is so urgent for efficiency that he feels he must preach the gospel of more work. It is too much work with too little play that makes teachers stale so quickly. This work-and-you-will-be-happy doctrine has been overworked as far as teachers are concerned.

Some very eminent authorities have tried to convince us that the rejuvenation of the schools will come from increased scholarship of the teachers. Don't jump at this conclusion. Weigh the matter a little first.

The two most wretched teachers I ever had were the best scholars. How was it with you?

The best teacher I ever had was a laugher. You could see the rays of good nature issue from him on a dark day. He played cards, went duck shooting, but he made geometry glow with a living fire. I have heard him cry "hurrah" at an original demonstration and cry it out so loud that every classroom on the floor burst out in laughter. A little two-by-four superintendent complained that this teacher didn't read and that he hadn't a book in his house; the school ought to have a more scholarly man; did not the president of the Board think it might be as well to let Mr. Bumps go at the end of the year?

"No," said the president, "not till I can beat him shootin' and wollop him at whist."

Scholarship Less Than Personal Charm.

Why, bless your dear heart, teaching isn't scholarship any more than painting is the ownership of a few brushes and tubes. Zorn used his thumb with results more brilliant than you and I could get with a million brushes.

In fact, I am sure that the most important equipment of a teacher isn't scholarship at all, but something quite different and quite better. I should say that the chief stock-in-trade of a teacher is personality.

What's that? No. This is not disparaging scholarship. It is thoroly respectful to it, but doubtful whether scholarship really is the quality of most importance, either in life or in teaching. If you must have it so, I will grant you a very high value to scholarship, but claim that "personality" transcends it. Scholarship never produces "personality," but "personality" strong in a teacher will generate scholarship in teacher and her students.

What is the kind of personality that makes an effective teacher? It is the personality that is interesting, charming, enthusiastic, sympathetic, hopeful, and inspiring. Get a woman with these characteristics into a class-room and you will not have to preach much about improvement of her scholarship; because her sympathy and interest, her hopefulness for children, and her desire to serve them will lead her to acquire scholarship to that degree that will enable her to serve the more those she loves. If personality and scholarship were capable of expression by percents, I should prefer the sixty per cent. personality, forty per cent. scholarship teacher to any man or woman who sacrificed the former to an increase of the latter. Why? Because the question is not how much do you know? but what is your power to arouse my boy so that he shall grow in knowledge and in power? Scholarship of itself repels the average healthy child; personality commands him.

Therefore the superintendent exhorter to higher scholarship seems to me to be off the road to efficiency unless he preaches more strongly for the preservation and cultivation of personality.

Personality, in the sense I am using it, is not so much an intellectual quality as it is an emotional one, with a close connection with nervous and physical excellence. To maintain her personality a woman must be encouraged in her personal life to do as she likes.

There are superintendents who assume that a teacher has no personal life at all; that her whole waking time and much of her sleeping allowance should be appropriated to the marking of papers, the framing of reports, and the study of professional literature. This makes a teacher stale. This rapidly effaces her personality and teaching ability. She can tell how Herbart would have things done, but she can't do them herself.

Teachers Afraid to Play.

To preserve and develop her personality she must be encouraged to be as faithful to her own interests as a person as she is to her duties as a teacher of a school. She can't devote more than seven hours a day to teaching, studying, and correcting papers without encroaching on the time that should be hers to do as she likes. Seven hours seem too much, but the Saturday holidays and the vacations help out.

Herbert Spencer "spent something like five hours a day in writing, beginning between nine and

ntinuing till one, pausing for some light nent, and resuming till three; then sallying a country walk and returning in time for at six. No work after this. Five hours a l not seem too much." At thirty-five he hat "health, in the full sense of the word, ver again to be overtaken." (Spencer: graphy. Chapter XXVIII.)

Spencer needed, according to his own nt, often expressed, was play, real, unpro- idle, useless play: the thing that our ancestors condemned; the thing that so f us are ashamed to be seen in.

he teachers I know work more than five day; most of them are women; writing s less wearing on the nerves than the work . By three o'clock in the afternoon a teacher me as tho she were very tired. The eyes, ce, the expression of the face of all school s at three P. M. spell weariness. They lie down, especially the women, for a little very afternoon, and they should not do work in addition to what they have already

will find that there are a great many careful elligent men who believe that the amount of g done by a woman should be reduced to a here she can do all of her preparation and tion within six hours a day. As it is now, s go stale with alarming rapidity, especially s. They don't look hale and vigorous. A teacher is rare; neurasthenics are in the y. They set a bad example to the young. althy children say "I do not want to grow up like my teacher." We set out to fit boys and girls for life, but we ourselves are not living the life we want our children to live. For Heaven's sake, then, why all this long-faced seriousness imposed upon teachers? Why this Carlylean worship of work as tho that were the end of life rather than a means to it?

Professor Tyler's biology teaches me that as you rise in the organic scale, less and less of the animal's time is consumed in working to get food and more and more time is left to sing and play. Mere labor by a teacher doesn't seem to me to inspire pupils much; but health inspires; enthusiasm radiates; cheerfulness makes school work go. These things depend on recreation.

Recreation is what you want to do, not what a principal or superintendent wants. Work is what you have to do; play is what you don't have to do.

When all a man's or woman's activities are enforced by another, such a one is in a state of slavery. Play is the accompaniment only of freedom.

The teacher's play, therefore, must be what the teacher likes. The woman teacher who goes to dances has been, in my experience, quite a different person from the imaginary sketch in Superintendent W's address. Instead of a worn-out, listless creature, with no real interest in her school or pupils, I have found her bright, merry, appreciative of humor, possessed of that indefinable but valuable educative force called womanly charm. The great objection to the teacher who dances—an objection which there seems to be little chance of avoiding—is that she soon marries and leaves school.

What a Teacher Did in District No. 14.

By ALPHA ROBERTS, Aral School, Nemaha County, Nebraska.*

w months ago Superintendent Carrington ne for an account of the work of my grade last r publication. For convenience I divided my into three parts. As he asked me to enlarge his for to-day's program, I have retained the ivisions and have added several things which oo simple to repeat, yet which may form portant factor in many schools.

, a few hints as to our daily work.

out the year we tried to make the school- as pleasant and homelike as possible. We any pictures, an aquarium containing gold d snails, pretty blackboard borders, mottoes, reading table whereon we kept some of the urrent literature, and a number of house some of which bloomed quite freely for us. re never without an abundance of cut flowers autumn and spring.

o keeping our room neat and orderly, we tried courage the children's desire for neatness, ness, and order. At the beginning of the e removed the unsightly hooks from the sides room where they had been so handy for some ellow to hang his hat near his seat that he get it more quickly upon dismissal. Plenty ks were arranged at the back of the room and red. Each child chose a hook and used nd no other during the whole school year. are neat shelves nearby for the lunch baskets. child is responsible for the neatness of his nd the surrounding floor.

little boy made some small paddles which hang on the back of a seat on the porch. They are not seen by visitors, but the children know where to find them and how to use them on muddy mornings.

Some one is usually ready to care for the gold fish, water the potted flowers, arrange a bouquet, etc.

Several times during the year we had a lesson in manual training in the way of scrubbing. The boys carried the water. The larger girls (the teacher included), did the scrubbing, and some of the smaller girls washed the woodwork, etc.

Whenever the bell warns the children it is time for work they get drinks quietly, form into lines on the porch and march to their respective seats, keeping step to music furnished by one of the girls. They also march from the room at each dismissal.

Whenever possible I play with the children at noon and recess, and on stormy days we all have some quiet game indoors, read something interesting, or chat together.

I endeavored to make our regular school work both interesting and practical, using many well-known devices and other original ones. A child's mind never grows when his lessons become irksome.

Especially did we try to inculcate a love for the beautiful in nature, beautiful poems, etc. At first it seemed as though many of the children had very little love for good poetry, but one day when one of the lower grades was studying a pretty little poem that had been placed upon the board, I noticed that two of the larger boys were copying this poem in their note books in which they keep the quotations, etc., that we quite frequently use for opening exercises. As I watched these boys, I felt I was gaining ground.

We made several excursions to the woods nearby

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s paper was read at the Nemaha County Teachers' tion, held in Peru, Neb., October 6, 1906. District has proved an example and inspiration for many chools in the county.

—in the fall, to gather pretty leaves; thorns; etc.; in the spring, to search for the violets, ferns, and jack-in-the-pulpits as they came forth from their hiding-places.

We made a collection of leaves and also a seed collection. We now have over one hundred different kinds of seed.

I found one of my greatest difficulties in encouraging the children to think that *they* could do something worth while. They seemed to feel that no one thought they could do anything and there was no use trying. You will see that I did not fully succeed in my efforts by the remark one little boy made when I told him that the composition sent in by our school had won first place in the county contest. "Well," said he, "I didn't think Aral 'd ever get a prize for anything."

Our construction work after the last recess on Fridays always proved quite interesting. We made Christmas presents, valentines, May baskets, etc. Some of our raffia work was very good. Quite often some of the children would work with their raffia at recess or noon.

Some of our busy work we put up in the school-room to please and encourage the little folks. They also took some of their work home.

We enjoyed our music very much. As we had an organ, we could have both vocal and instrumental music. Good music always inspires us with a desire to do better work.

We gave several special programs. For two of these we made appropriate invitations and sent one to each family in the school district, the county superintendent, and to others whom the children wished to invite.

This spring at noons and recesses we set out a number of trees, rose bushes, peonies, tiger lilies, etc., and prepared flower beds and planted many seeds. The seed did not do as well as we expected, but we had a few blossoms and the pleasure of knowing that we had tried.

We chose the last day of school as Patron's Day. Meeting at the school-room about 10:30 in the morning, the parents examined our display work, listened to a number of our school songs, and then went with us to the woods, where we all enjoyed a real live picnic.

Our Incidental Fund.

In October we had a basket social. We prepared only a short program, but had a good social time and with some of the money obtained from the sale of our baskets we bought our new fencing. The School Board bought the posts with school money, and a number of the patrons met and did the required labor.

In January we had a carpet-rag social which furnished quite a little fun and added several dollars to our incidental fund.

We were thus enabled to buy Swiss sash curtains for our windows, new stage curtains, a new waste-basket, and two beautiful pictures,—"The Children of the Shell," by Murillo, and "The Mill," by Ruysdael—which we had neatly framed. As these are the first pictures the school has ever owned, the children take great pride in them.

This year, our special aim will be to get a good microscope. So many children in the country grow up without ever having seen the hundreds of interesting things that might well be studied with the aid of a good microscope. I feel that if we can possibly get one that it will be money well expended.

Our School Board.

Our School Board has certainly been very kind to us.

Before the school year began they had the school house freshly painted both inside and out, and they put up new window shades and a neat shelf for the water pail and wash basin. They purchased song books and many new text-books. As a number of the old books were in a very poor condition we were able to put in newer and better texts.

When we were arranging for our basket social, I told the members of the Board that we were going to spend our money for a fence and would be very glad if they would reseat the school-room for us. They agreed that the room needed reseating badly, and procured for us the best single desks and seats they could find.

We kept very quiet about the desks, that we might surprise the children when they came. No new teacher's desk was ordered at that time and great was my surprise when I entered the school-room after Christmas vacation to find that "Old Santa" had left a nice new desk for my use. I appreciated his kindness very much.

The Board was also kind enough to give me two days to attend the Southeastern Nebraska Educational Association.

Before school commenced this fall the members of the Board decided we needed a new organ to replace the old one we used last year. They had one ready for use at the commencement of school.

They have purchased such new text-books as were needed. We did not ask for a complete change of books last year, but got only those that we felt the children needed most to fit their especial needs.

This year we have new Tarr and McMurry Geographies, Montgomery's Histories, and Jones' Readers. We now have two sets of readers for most of the school, and three sets for the first and second grades. You may say, "You could do with no less," but when we stop to think that at the beginning of last year's work we had none of the later texts and that a great many of such as we had were in a very bad condition, we feel that we have cause to be very proud of the books we now have. The children appreciate them and are very sorry indeed if any accident occurs to mar the appearance of their book.

As we had little blackboard space it was very hard to arrange my board work so that we could make use of the boards for class work. I suggested that we have two portable boards upon which I could prepare some of my written work and have them ready to hang when needed. These were provided and proved very helpful.

A new Webster's International Dictionary and stand for same, and several other little necessaries have been ordered and will soon be ready for use.

The patrons of the district have been very kind and helpful to us.

A part of our school ground was a mass of nettles and one of the gentlemen living near is doing his best to kill them out. He plowed the patch in the spring and sowed cane thereon. He expects to sow wheat there this fall.

Another gentleman came one snowy afternoon and took us all sleighing. Many others helped in various ways.

With very few exceptions the children do good conscientious work and we all have a pleasant time together.

Social service represents the truest interpretation of the divine idea underlying human destiny.

There is not so much need for devices in making children do certain things in a certain way, as there is for supplying opportunities for creative self-expression. A little anxiety for systematic propriety would do no harm. Children's minds are not yet the logical machines that the minds of the builders of pedagogic theories are—thank Heaven.

The Perfect School Wall.

By CLAUDIA Q. MURPHY, Grand Rapids, Mich.

What use or advantage is there in adding more dirt or more clay to a wall in an effort to make the wall clean? Adding kalsomine to a wall is simply painting it with clay, and the more clay you put on the more dirt you have on the wall.

No wonder the ventilation of the school-rooms is poor, or that the air is stuffy. Adding clay to clay and dust to dust, there is soon a layer of mud on the wall thru which it is impossible to secure perfect ventilation or clean air.

The plastered wall should present a breathing surface in itself. It should have a void of at least forty per cent. in its mass. Thru these voids, or minute cells there is constant circulation of air, else there would be no ventilation in any room when the windows and doors were closed. The only ventilation possible under such circumstances is thru the air cells of the plaster. The moment you fill up these air cells, and you certainly fill them up when you coat them with kalsomine, which is made from clay and which is stuck on the wall with glue,—just the moment you close these air cells up your room is stifling, the air is vitiated, and the ventilation is imperfect, and all the fans in creation could never clear the atmosphere unless the draft was made so strong that the children could hardly keep their papers on their desks, and the chairs would have to be anchored down.

It is not machinery or ventilating apparatus that the schools need. The real need is to open up the air spaces in the walls and secure ventilation by a natural process.

Then again, the daily sweeping of the room, especially without damp sawdust, throws into the air an immense cloud of dust from the floor, which is lodged on the walls and ceiling. The moisture of the children's breath is added to this dust and the whole thoroly cemented to the wall. Keep up this process day after day and week after week, and it requires but a few months to produce a condition of the walls which not on y stops up all possible ventilation, but also forms a perfect food for all kinds of germs and bacilli.

Parents and teachers are often astonished at certain inroads of infectious and contagious diseases. They wonder where they came from and how they have originated. They probably have come from some infected child. Sputum which has dried on the floor has been carried up in the dust and lodged on the wall, then in the circulatory motion of the air is carried down and thrown into the system, either thru the nose or mouth, and suddenly diphtheria springs up. No one knows whence it came nor where it will go. So also with the sudden development of measles or scarlet fever. There is a sudden outbreak of these diseases. Where does that come from? None of the children ever had it. Probably the last term, some child, convalescing from the disease, had been in the room and dry scales that have been lodged on the wall have been carried down, and the infection is complete.

Remember it is not the rugged, hearty, healthy child, but it is rather the weak, tender, and undernourished who is the most susceptible to all kinds of infection. When the system is run down, the blood impoverished, then there is a susceptibility to all forms of disease, but there must be infection, there must be direct contact before any child or any person can get any disease.

If the walls of the school had been thoroly cleansed with a material that contained an antiseptic substance as its base, and the school-rooms had been thoroly coated with it, it would be an abso ute and utter impossibility for any germs or bacilli to live upon that wall, and more, it would be impossible for any dust or any dirt to remain upon the wall, for it would be thoroly coated with a substance that should be a perfect germicide.

The ideal coating for a wall is one that has a base of sulphate of lime, which is a perfect antiseptic. The coating should also have complete affinity for the plaster and perfect union with it, and also perfect union with any additional coats of the same substance that may be applied. Sulphate of lime as a base for a wall coating, having perfect union with the plaster, creates its own voids as it is applied to the wall, and continues the circulation of the air thru to the original voids of the plaster.

Another objection to the use of kalsomine is that it is necessary to wash off one coat before another coat can be applied. Sulphate of lime having perfect union, does not require washing off. Additional coats can be laid on infinitely, one over another, each one possessing continuity with those that have preceded it, and forming a base for the coats that will succeed it. When a coating of this sort is applied to a school wall the sanitary condition will be perfect. The air will be clean, sweet, and wholesome. A coat of sulphate of lime should be applied to every school wall where there are over fifty children, at least twice, and better, three times, a year. It can be quickly done, and when it is done it will not have to be undone before other coats are applied.

When walls are properly coated the ventilation of the room will be perfect, and there will not be the necessity for expensive machinery that exists when the walls are stuffed up and covered with glue and dirt.

Diseases of Teachers.

The sore throat of preachers and teachers has become proverbial. Recent statistical investigations in Germany and England have established the fact, that much and loud talking affects the organs of speech considerably, and often seriously. In Leipzig it was found, that twenty-eight of every one hundred teachers suffered from inconvenient, if not serious, affection of the organs of speech and respiration. In England the result is found to be even worse, namely, forty-five per cent., as medical journals report. Especially in large cities the preachers' and teachers' sore throat is found frequently. Strange to relate, the smallest percentage is found in Paris;b ut every one who knows the French teachers' method of teaching will understand the reason. The teachers there speak comparatively little, they allow the whole class, or section of a class, to reply and to recite. It is amusing in a school in Paris to hear a class solve a problem placed on the board: The chorus begins in unison, soon the weaker ones drop out, and one or two of the pupils, naturally the brightest, come out victorious, while the others have "fallen by the roadside."

U. S. Bureau of Education. L. R. KLEMM.

Little beds of flowers,
Little coats of paint,
Make a pleasant school-house
Out of one that ain't.

With apologies to American Civic Association.—*Exchange.*

A Successful Parents' Association.

FIRST ANNUAL REPORT OF THE SHERWIN-HYDE PARENTS' ASSOCIATION, 1905-1906.

Organized in May, 1905, the Sherwin-Hyde Parents' Association completed its first year of work on May 10, 1906. Its aims are threefold: To bring the home and school together; to instruct the parents concerning the care of their children; and to promote the social interests of the neighborhood. To accomplish the first object, efforts have been made to acquaint the parent with the teacher's work in developing the child intellectually, physically, and morally; and, on the other hand, to explain to the teacher the problems with which the parent has to deal. This has been brought about thru talks, given by teachers and parents at the monthly meetings of the Association, and by means of teas, held after every meeting, where parents and teachers come together in a social way for interchange of thoughts.

At the first meeting last autumn, Edward P. Shute, Master of the Sherwin School, presented a brief outline of the course of study, and the aims of the teacher in physical and moral training. He emphasized the necessity of co-operation between teachers and parents. Mrs. Emma S. Gulliver, first assistant of the Hyde School, pointed out specific instances where the parents can assist the teachers. She explained how a tired and hungry child cannot do the intellectual work of the school, and that a strong body, nurtured in a moral atmosphere is imperative if the child is to receive the greatest benefit from the school. At the next meeting, Silas C. Stone, Master of the Hyde School, gave a talk on the evil results of children playing in the street, and cited several instances where street company had completely overcome the good influences of the school. The next month Walter S. Parker, assistant superintendent of the district, gave an illuminating talk on "How Parents Can Co-operate with Teachers." At the next meeting, Caspar Isham, sub-master of the Sherwin School, talked on "Cleanliness in the School-room," telling just how clean teachers expect boys to come to school. He pointed out that soiled and torn clothing and an unkempt body lessens the child's self-respect and places him below the moral standard of the school. At the following meeting, Mrs. Emma S. Gulliver reported upon an investigation carried on by the teachers of the Sherwin-Hyde district, concerning the way in which the children of this district spend their evenings. The investigation showed that one hundred and sixty-one boys and sixty-five girls go to the theater two or more times a week; and further, that the theaters attended are usually those of a questionable character. Mrs. Gulliver directed most of her talk to the evils of theater-going for children, telling how the loss of sleep entailed by this amusement renders the child incapable of performing the work of the school next day; that the moral effect on the boys is to make them restless and eager to imitate the sensational acts seen in the theater, and on the girls to create a longing for the stage. She cited several instances where grammar school girls, becoming infatuated with play-acting, have left their homes to go on the stage.

A stirring address was given at a later meeting by George E. Murphy, sub-master of the Hugh O'Brien School, on cigarette smoking among school children. He showed how this habit renders thousands of boys physically unable to perform their school work. At the close of the meeting the following resolution was adopted: "Resolved, that strong, prompt, and vigorous action be taken by this Association to suppress cigarette smoking among boys; and that a committee be appointed to take this matter in charge and to see that the laws relating to the sale of cigarettes be more strictly enforced.

Such, then are the efforts which have been made by the teachers to acquaint the parents with the problems of the school. At every meeting, on the other hand, the parents have stated many plans for co-operation; thus, in the programs of the meetings themselves, both the school and the home have been jointly represented. At the first meeting of the year, addresses were made by Mrs. M. Papen, Mrs. M. Wight, Mrs. A. Howard, and Mrs. A. Thomas, each stating a particular problem with which the parent has to deal, suggesting ways by which the teacher might co-operate, and outlining plans by which the parents in the neighborhood might work unitedly for the best interests of the school and the community. One of the mothers spoke of the fighting among boys in the neighborhood, another, of gambling and cigarette smoking; another, of novel-reading; another, of theater-going; another, of the habit of spending pennies for cheap candy; another, of children playing in the street. At this meeting a committee was appointed to find out what opportunities in the evening for amusement or education were open in the neighborhood to boys and girls. This committee was to co-operate with the settlement houses, gymnasiums, etc., in the neighborhood. At the next meeting, the chairman, Mrs. Thomas, gave a report of the work of the committee, mentioning several places where children might profitably spend their evenings, and recommended that the teachers inform their pupils of these places where they might go for healthful amusement or instruction. This was cheerfully done. At one meeting, one of the mothers spoke of the filthy condition of some of the streets, yards, and vacant lots in the neighborhood, saying that dirt and disorder lowers the morals of the children, and that many are obliged to live under such conditions. Discussion followed spontaneously; and a committee was appointed to make an investigation and to recommend improvements.

Thru these talks the teacher has become more familiar with some of the problems with which the parent has to deal. The real opportunity for reciprocal information, however, between parent and teacher is given during the tea, when the parent may tell of his own peculiar problems, and the teacher can offer specific suggestions concerning the child. The genial, cordial atmosphere which pervades this social half hour has proved a means of wiping out misunderstandings and establishing a co-operative, helpful spirit between the school and the home.

At these meetings, the children have been present. Usually, they give some entertainment, and during the tea twenty or more serve tea and pass cake. There is always some entertainment. When not provided by the children, either reading or music is rendered by outside talent. The entertainment has been regarded an important feature, since some of the members of the Association rarely go out except to these meetings, and therefore welcome this pleasant recreation. Moreover, it has tended to produce a genial effect over the whole gathering.

Not only, however, have these meetings brough

the home and school into happy co-operation, but they have also fulfilled the second object of this association, namely, to instruct the parents concerning the care of their children. The main address of each meeting has been devoted to such instruction. During the year there have been five lectures on the physical development of the child, and two on the moral. Dr. Arthur H. Fairbanks, the medical inspector of the district, gave a course of lectures entitled, "How to Keep our Children Well," "The Signs of Disease and Their Meaning to the Child," and "The Clothing, Food, and Habits of Life of the Child and Their Influence on Its Health and Growth." Altho scientific and consecutive, these lectures were simple and appealed directly to the needs of the parent.

The fourth lecture on physical training was given by Miss Laura White, of the Girls' High School, who told "How to Feed Our Children." She gave practical suggestions about cooking, also mentioned simple foods that are especially nutritious, and emphasized the importance of sending children to school well fed. The fifth lecture, already spoken of, was that given by George E. Murphy on the habit of cigarette smoking among boys. The two lectures on the moral growth of the child consisted of one on "Moral Training of Girls," by Dr. Julia Morton Plummer, who gave an especially beautiful presentation of the subject, and one on "Moral Training of Boys," by Reuben Kidner, who cited personal incidents from his long experience among boys in the West End. To this meeting the fathers were especially invited, and several came.

The Sherwin-Hyde Association has proved not only an adequate means of bringing the home and the school together, and instructing the parents, but it has also fulfilled its third object, namely, to promote the social interests of the neighborhood. Reference has already been made to this in describing the part which the parents have taken in the meetings. There is an active cigarette committee, having a member from each section of the district, who feels responsible for her section, watches the boys who smoke, and finds out if possible where they obtain the cigarettes. Members of the committee have talked with several dealers whom they know are violating the law relating to the sale of cigarettes, and altho their efforts have not stopped the illegal trade, they have restricted it. More than all, the members of the committee have been welcome visitors at the homes of boys who have the cigarette habit. In all this work the teachers have actively co-operated with the parents.

The second committee, which aims to work constructively for the interest of the neighborhood, is that on yards and vacant lots. As with the cigarette committee, this has a member from each section of the district. So far, the work has consisted of an investigation of the actual conditions; and both thru the meetings and the efforts of the teachers, the committee has endeavored to work up a sentiment in favor of clean yards, clean streets, and sightly vacant lots.

The interest in this constructive work is one of the most encouraging features of the Association; for the parents and teachers see that a moral, clean, refined neighborhood has a good influence on the home, which in turn affects the children and the school.

The attendance at the meetings has averaged between three and four hundred, while the membership has continually increased thruout the year, until now it numbers two hundred and forty-four. The financial statement of the treasurer is no less encouraging than the earnest enthusiasm of the members. After paying the expenses of the Association, consisting of the amount spent for tea, sugar, and milk, washing, packing, and expressage of dishes, printing, and other incidentals, the treasury contains $23.50, out of which is to be paid the expense of printing the annual report. The Association wishes to thank the Conference Committee on Moral Education for the use of its dishes during the year, and for its helpful suggestions in all matters pertaining to the Association.

The members of the Sherwin-Hyde Parents' Association, appreciative of the benefits derived from such an organization, are eagerly looking forward to the work next year, hoping for greater activity in a more extended field, an increased membership, and the support of the fathers, as well as the mothers of the district. Indirectly, the fathers have aided the work; but the Association wishes this support manifested in active membership. It is gratifying to note, however, that already a few have joined the Association, and evening meetings have been arranged for next year, in order to give the fathers an opportunity of becoming actively interested.

This first year's work has proved the value of making the school a radiating center for the neighborhood. The Parents' Association is the natural and logical link that connects the school with the home, and the home with the community.

FANNIE FERN ANDREWS, *President.*

BY-LAWS.

ARTICLE I.

NAME.—This organization shall be known as the Sherwin-Hyde Parents' Association.

ARTICLE II.

OBJECT.—The object of this Association shall be to foster a closer sympathy and co-operation between the home and the school in the Sherwin-Hyde district, in order to promote the educational and social interests of the community.

ARTICLE III.

OFFICERS.—The officers shall be a president, three vice-presidents, a corresponding secretary, a recording secretary, a treasurer, and fifteen persons, who, with the above named officers, shall constitute an executive board. The duties of the officers shall be the usual duties of such officers. The duties of the Executive Board shall be to have the general charge and arrangement of the business of the Association.

The Executive Board shall appoint such standing and special committees as is necessary to carry on the work of the Association.

The president, the three vice-presidents, the recording secretary, the corresponding secretary, and the treasurer shall be elected annually at the regular meeting in May. The remaining fifteen members of the Executive Board shall serve for three years, but at a meeting in 1905, three members shall be elected to serve until the annual meeting in 1906; three until the annual meeting in 1907; and three until the annual meeting in 1908. Thereafter, three members shall be elected annually for a term of three years.

ARTICLE IV.

MEMBERS.—Any parent or teacher in the Sherwin-Hyde district, and any person in sympathy with the aims of the Association who pays the annual dues of twenty-five cents, shall be considered a member.

ARTICLE V.

MEETINGS.—Regular meetings shall be held on the second Thursday of the month from October to May, inclusive. Special meetings may be called at any time by the president, the Executive Board, or by the secretary at the request of ten or more members of the Association.

ARTICLE VI.

QUORUM.—Twenty-one members shall constitute a quorum for the transaction of all business of the Association.

ARTICLE VII.

AMENDMENTS.—This constitution may be amended at any regular meeting of the Association by a two-thirds vote of the members present and voting, provided that a written notice of the intended change has been sent to each member of the Association, at least one week previous to said meeting.

The Personal Responsibility of the Pupil.

By SUPT. W. H. SMALL, Providence, R. I.*

Criticism of the public schools is general, has always been general, and will always be general. We cannot escape it and we should not try. We should listen patiently or impatiently according to our temperament and the temper of the criticism, but we should *listen* and profit by our listening.

One of the common criticisms of to-day is that the product of the modern school waits for some one to find him his job instead of hustling to find it for himself; that when he enters upon his occupation he cannot set himself to work; given a task, cannot work out details; lacks initiative power, expects assistance at points which should not be crucial; arrives at the office at 9:05 instead of 8:55; in fact that he is generally helpless and careless; that is, that he lacks the power of assuming personal responsibility. This lack of power is immediately charged upon the public schools, and it may be well to pause in the endless discussion of *teachers'* responsibility long enough to see if the pupil should have any responsibility and when it may be cultivated.

At the outset, one fact must be recognized; habits and character do not become *fixed* until after the adolescent period, so that the question really goes beyond the age represented by our grammar schools.

The early New England pupil received his education from three sources: The school, the church, and the home; a sort of educational trinity. To-day education is largely monotheistic, especially in the cities. The church demanded a knowledge of the catechism, and thru the home and the school one of the fifty-five editions found in New England was learned. This was the child's religious responsibility.

At home, set manual training tasks, doing the chores, mending fences, farm work, making playthings, kites, balls, whistles, tasks growing in worth and importance with the growth and age of the child, gave him his manual training responsibility. The school with its memoriter work, with little time for recitations or for the teacher's everlasting interference with the child, giving set tasks to be done at fixed times, gave him his educational responsibility.

The eight-hour day, the walking delegate and strikes, with their influence upon school strikes were all unknown. There was a voice of authority in the home, in the church, and the school, and it was obeyed without question. There was work to be done, each was allotted a share and each completed his task. Responsibility was assumed and resulted. It formed the sturdy New Englander, claimed as the product of the little red schoolhouse. In point of fact the little red school-house was only one element in the development and a much smaller one than is generally accorded it. The home and the community life was the larger element in the development of the child's responsibility. The child lived in an atmosphere of personal responsibility and personal decision. He drank it in with his mother's milk, he breathed it, absorbed it, lived it.

To-day the changed condition of life has completely changed the opportunity of home development. Ready-made clothing and the sewing machine have destroyed the family needlework. The proximity of the doctor has destroyed the family medicine chest. The nurse has replaced the mother. Machine made bread and the servant have destroyed the family housework; race suicide has killed the "little mother," now found only in the Ghetto. There are too many "only" children in the homes to-day to create home responsibility; everything is done for the petted darlings; mother waits on the boys, father on the girls. Their minds are made up for them. They are sheltered from all care, all winds are tempered for the lambs, shorn and unshorn alike. All this has tended to lighten the drudgery of living? Yes, but it has also lightened early responsibilities, the training on which the old was built.

The early country boy had meager conditions, hard work, poor house, splendid barn, stock often better cared for than the family. No conveniences, coarse food, coarse clothing, little schooling, less books and papers, few holidays, few sports—husking-bees, sleighing parties, perhaps singing school, no vacations, no Christmas, no New Year; As one farmer expressed it, "Nothing that you young folks have to-day, except weather and other folks, but I tell ye, folks cared just as much for life in those days as they do now." But it was the use which he made of the "weather and other folks" which gave the joy of living, the acceptance of opportunity. There were few Micawbers in those days, waiting for something to turn up. "Weather and other folks and the opportunity of living are the great universal gifts to all mankind thru all the ages. They stand like mighty mountain peaks, steadfast and unchangeable among all the changing philosophies, civilizations, powers. Sorrows come often and sickness and defeat. There are lives eaten by poverty and dwarfed by constraining circumstances, yet to every life these three things are given, the joy of sunshine and blue skies, the cheer and comradeship and inspiration of other lives pressing upon his; the opportunity to hope and dream and do battle, to learn daily more of himself and his fellowmen and God."

If in spite of the changed conditions we can teach this to the present generation, we may hope. This is our present task. We live in a wonderfully prosperous country, in a wonderfully prosperous age. The history of civilization shows that effeminacy has always resulted from too much ease and luxury. Too much prosperity is not wholly an unmixed good if it results in effeminacy. This concerns the home rather than the school, and yet it is with the result of this that the school has to deal.

The home is the foundation rock of the nation; not the public school. The school may be the stomach digesting what is put into it, but the ground work must be done at home. The old American home, with its traditions, is passing and the public school is compelled to do much which does not really belong to it. The cultivation of responsibility is one of these. The schools cannot do legitimately its own work and the work of the home; yet we must face the problem.

(To be concluded next week.)

Education has to do largely with the extending and deepening of human relationships.

The habit of persistently looking for gold in others adds to the happiness of him who has it as well as of those with whom he comes in contact. His character and disposition will become sweet and lovable as surely as habitual fault-finding will make him cross and undesirable as a companion.

*Paper read at the meeting of the Connecticut State Teachers' Association, at New Haven, May 19, 1906.

Management of Large City High Schools.

By WILLIAM L. FELTER, Brooklyn, N. Y.*

It may be said that there is no essential difference between the management of a large school and that of a small school, since all successful administration concerns itself with the individual pupil, the unit of the school, and the success of any administration may be measured by the amount and quality of the service rendered to the individual pupil. While this is true, it must be conceded that there are problems confronting the administrator of a large school which do not perplex one having charge of a school of a few hundred pupils. There are problems of housing, of equipment, of assignment of teachers' work, of curriculum, of backward pupils, of program, of the maintenance of a proper *esprit de corps*, and of right relations to the community.

One of the first problems in a large city high school is that of the management of a large number of pupils. At a meeting of the Middle States and Maryland Association some two years ago, a representative from New Jersey said that he supposed no one present had more than four hundred pupils in his school, and therefore it was possible for every principal to advise with every pupil in his school concerning the proper course of study to be pursued. Now it is practically impossible to do that with every pupil in a school of 1,500 or more pupils. In the City of New York there are eight high schools, with an average register of more than 1,500, and four of the eight have an average register of more than 2,000 pupils. Such large schools mean large buildings, large teaching forces, large quantities of supplies, large expenditures. We may say that there is no essential difference between the large school and the small school, but the fact is that principals who have succeeded in small schools sometimes fail in large ones. The very greatness of the task seems to overwhelm them. Such schools require a corps of teachers of from seventy to one hundred and ten in number, and buildings that with ground and equipment cost a round million of dollars.

My remarks refer to the New York City High Schools. For purposes of organization, as well as for salary, teachers are classified as head teachers, assistant teachers, and junior teachers. The head teachers in most large schools are really sub-principals. They supervise, under the direction of the principal, the work of their respective departments. They arrange plans of work and indicate the amount and character of the work to be done. They visé the reports of progress handed in by the assistant and junior teachers before these are presented, together with the head teacher's report, to the principal for inspection and approval. In order to do this work properly, the head teacher usually has a smaller assignment of recitation periods. Out of a possible allotment of thirty periods, the head teacher will receive ten or fifteen, as against the assistant teacher's assignment of twenty or twenty-five periods, according to the subject taught.

The matter of the assignment of teachers to recitation work varies greatly, not only in a given school, but also in one school as compared with another. English is commonly considered as a subject making heavy drafts upon the teacher's energies because of the large amount of written work to be corrected. Consequently the average assignment for English teachers may drop to seventeen or eighteen periods as against the twenty, twenty-two, or twenty-four-period assignment of the teacher of mathematics with fewer papers, and these more readily marked. In some schools, however, the assignment of the English teacher is twenty-five periods per week, while the Latin and mathematics teachers have twenty-eight or even twenty-nine periods out of a possible thirty. In general, it may be stated that assignments should be based upon the amount of preparation required for good teaching and the number and character of the written papers to be corrected. The assumption is that every subject will be presented with equal intensity and therefore with the same nerve-drain upon the teacher. The teacher of music, of physical training, and of drawing can carry almost a solid assignment.

One of the important agencies for unifying the work of a school is the grade-meetings where all the teachers doing the work of a certain division meet to present their difficulties and their successes, to discuss plans of work in the light of experience, and determine the procedure for subsequent instruction. Another agency is the subject meeting where all the teachers of a given subject meet for conference. This enables the teacher covering but a small portion of the entire course to survey the whole field and get a proper perspective of his work and its relative value. Another agency is the regular teachers' meeting. The greatest diversity is found in the management of these meetings, due to the personal equation of the principal. In some cases the teachers' meeting is the principal's opportunity to display his oratorical power. In others only routine matters are discussed, matters affecting discipline, superintendents' orders, by-laws of the Board of Education, and the like. In yet others, the meetings are carefully planned, and are made not only interesting, but pedagogically helpful and inspiring. Routine matters receive only the attention they deserve, and then comes the chief event of the meeting, the discussion of the topic assigned. This may be "The Use of the Imagination in High School Work," and the teacher of mathematics may show how essential it is to employ this faculty. The teacher of history may follow, and the teacher of science or language may complete the trio of assigned speakers. The subject is thrown open for general discussion, and when the meeting adjourns, promptly on time, every teacher is made to feel that the imagination must be reckoned with if the best results are to follow teaching. Possibly the principal has produced this conviction in his final words of comment upon the discussion. Or the topic may be some such subject as the "Use of Humor in the Class-Room," and the sour, pessimistic teacher is persuaded that an occasional smile is not a bad mental relaxation. There is always a subject announced in advance of the date of the meeting. An assemblage of high school teachers is a picked audience. Their time is too valuable to be wasted upon trivialities or inanities. They need encouragement, they need sympathy, they need inspiration. The teachers' regular meeting, weekly or monthly, should aim to impart these needed things, and the teachers themselves should be enlisted in the endeavor to make the meeting helpful. To this end there should be as little formality as may be in the conduct of the gathering and the spirit of *bonne camaraderie* should prevail. In addition to the plan described, it may be well to have the latest work on pedagogy or the most recent text-book on a given subject, reviewed and criticized.

Another plan to secure uniformity in administration is uniform examinations. The various tests given by the class teachers from day to day may

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* Paper read at the meeting of the Connecticut State Teachers' Association, October 20th, 1906.

ry, in fact, they should vary. But if all the pils in a given portion of the term are to do the me amount of work, then all should take the same tamination at the mid-term or at the close of the erm. The questions can be made by the head eacher, or be the result of collaboration. No eacher should be left free to give a formal examiation at his pleasure upon his own work. While each teacher may be directed to mark his own papers, uniformity in marking should be obtained in conference.

If anything like uniformity in results is to be obtained, then some uniformity in application on the part of the pupils must be made. I am not finding fault with lack of study on the part of high school pupils. The average boy is not likely to overstudy. If the teacher presses too hard, the boy becomes expert in dodging. More than that, he uses his reason and powers of observation in place of mere memory work. He is less conscientious than the girl. I believe that the amount of home work should be regulated from two hours per diem for beginners, to four hours for advanced pupils. But of even greater importance than mere regulation of study hours is teaching high school pupils how to study. We may say that they should learn in the grammar schools the art of study. So should they learn many other things. But we know full well that they do not. Perhaps the trouble is to be located in a course of study so diffuse as to encourage a scattering rather than a concentration of energy. The fact remains that high school pupils need to be taught how to study. This work should be done by the various subject teachers at the beginning of their work. How to discriminate between the essential and non-essential, how to use the dictionary, how to correlate, should all be topics early treated. Open-book work; recitations prepared under the teachers' guidance, and training in getting the central thought of a paragraph, should also be included. The right start minimizes the need of re-teaching and of rooting out misconceptions.

The selection of text-books is one of the most important functions which a principal has to exercise. Minerva-like in wisdom must be he who out of the depths of his own experience and judgment can determine just what is the best book for his school. The wise man is he who secures the co-operation and collective judgment of his teachers in the subject. One method is to permit the subject teachers absolutely to determine the choice. Another is to make this decision subject to the approval of the principal. Another is for the subject teachers to indicate a first and second or even third choice, with their reasons, to the principal, who shall determine what text-book shall be used. In announcing a decision the subject teachers should be certain that it is a deliberate and uninfluenced choice. By uninfluenced I mean not as a result of pressure or solicitation on the part of the author or the publisher. It has been my preference to act upon the majority recommendation of the subject teachers. But I have discovered, in one case at least, that the teachers have been visited at their homes and solicited by book-house representatives. I have reason to believe that such influence has not been unavailing. This department is no longer called upon to decide. The privilege is withdrawn, since it has been abused. Only the head of the department is now consulted by the principal. It seems to me that the principal should not assume to know what is the wisest choice of book to make, except, perhaps, in his own specialty. He should invite assistance, either from the head teacher or from all the teachers of a subject. When the choice is made it should be his, however, and it should be lasting for a reasonable time. Economy, if there were no other reason, should forbid a too rapid change of texts.

The subject of the course of study should be touched upon, briefly at least. The principal's influence should be a large one in the framing of the course; but he is limited by the college requirements on the one hand and the elementary school course on the other. For pupils not going to college, however, there should be large liberty of choice in the selection of subjects. Commercial subjects and manual training, including domestic science, should be provided for such. So far as is practicable; promotion should be by subjects. Help should be given the backward pupil. Each teacher should be called upon to remain at least one hour after school each week to render aid to pupils who seek it.

One perplexing problem which in many cities has been solved by the method of elimination, is the social organizations. Greek letter societies on college lines, have in many instances dominated the school life. These societies have controlled athletics; dramatics, and commencement honors. They have run counter to the spirit of genuine democracy, and in many cases they have met deserved death. And yet there should be some scope for social activities in a high school. Societies of certain kinds have a right to exist with a legitimate sphere of influence; but such societies should be under school control. There may be a general organization of the school in which every pupil is eligible for membership by the payment of a small annual due. The camera clubs, baseball clubs, the sketch clubs, the orchestra; glee club, literary societies, and the like, should be minor divisions of this general organization, which should be officered by members of the faculty of the school. It is desirable also that each separate activity be placed in charge of some member of the faculty, who is responsible to the principal. General entertainments should be provided during the year, more especially for the benefit of those who join the general organization, to show their interest in the school, but who may not care to join any one of the smaller groups. My belief is that it is desirable to have social organizations, not necessarily Greek letter variety, however, and that these should be under the supervision of the teachers, who in turn are responsible to the principal. No unauthorized organization should ever be permitted to use the school name. If Greek letter societies are permitted, they should be rigidly supervised.

Another difficulty is to retain in school pupils who have made excellent records, but in whose families some domestic tragedy has occurred; making it impossible for the pupil longer to attend school. Every principal is confronted with this difficulty. Some bright boy or girl who gives every promise of the successful completion of his high school course, suddenly disappears from view. The father has died or the mother is ill and it is necessary for the boy or the girl to leave school and go to work. There is necessity for the helping hand to be extended at this critical moment. Has not the time arrived in our high school development for each school to secure a students' aid fund to be administered in the interest of deserving pupils? Such a fund could be secured by subscriptions from public-spirited citizens, from the proceeds of entertainments, and from the willing gifts of the graduates of the school. Only genuinely deserving pupils who have already given evidence of sound scholarship should receive aid. This aid should be in the form of loans and not gifts. The administration of the fund may be shared by the graduates' association and the faculty

of the school, possibly with the conjunction of the Board of Education.

I have said nothing as yet about athletics, and yet I dare say this is a subject that troubles some principals not a little. Shall athletics dominate the school? Shall baseball victories or football triumphs outweigh achievements in scholarship? Which is the greater honor, to win a pennant or a scholarship? Shall the captain of the team receive special consideration in school as does the raw recruit from the boiler factory in "The College Widow," who takes a course in art at Atwater College? We may say scholarship first and athletics second, but so long as our practice varies from our creed, so long shall we be suspected of insincerity. Is it not time for the subject to have a fresh overhauling? Outdoor sports under school control are desirable. Competitive games (for boys only), between schools are worth while to strengthen the school spirit and develop the feeling of loyalty and ability to do team work; but when boys seek positions on teams, relying on their Greek letter societies and not on their merit to "make the team," when their chief purpose is to get out of the game all they can for themselves, in sweater, or shoes, or gate receipts, then it is time either to reorganize athletics in that school or wipe out altogether the accursed thing.

Athletics has a legitimate place in school life only when its spirit is right and its management is under school control, when its participants feel that it is better to lose fairly than to win by unfair means. So far as athletics for girls is concerned, I am unalterably opposed to competitive games with other schools as well as to public performances. The preservation of the girl's sweet modesty and manner is worth more than any number of victories in competitive basketball, or medals won in public exhibitions.

In all this discussion little has been said of the work of the principal. The question may be asked, What can one man or woman do with a faculty of a hundred teachers and a school membership of two thousand or more? There are two answers to the question: He can do little; he can do much. It is possible for him to dissipate his time or to concentrate it. One thing is impossible, however omnipresent and omniscient he may be: he cannot keep in touch with the individual pupil, but he should keep in touch with the individual teacher and know his work and his worth as well as his weaknesses and shortcomings. The principal should be a unifying force to secure uniformity of work and so far as is possible, uniformity of result. He should change the faculty and pupils into a school with ambitions to realize as well as traditions to cherish. He should be a centripetal and not a centrifugal force. He should have no fads to cultivate nor no theories to exploit; and he should not use his school as a means of self-aggrandizement. He should see that the proper conditions are afforded for good work. Then, too, he should be a balancing force. He must stand between the claims of rival departments for time and equipment, and decide justly so far as his experience will lead him to a wise conclusion. Even tho he be a specialist in some one subject, he should not specialize his school. He has no right to biologize his course of study or to Latinize the instruction any more than he has to Anglicize the syllabus or the course of study. He must be fair to all departments and see that each has its equitable allotment of time and of opportunity for successful work. Lastly, he should be an inspiring force. Like begets like. A hard worker is apt to secure hard work from those beneath him. If he holds a high and lofty ideal constantly before him and urges pupils and teachers forward in the realization of that ideal, his work will be marked with the evidences of successful leadership and will result in progress. Much teaching he cannot do; but his visits to the class-room should result in encouragement and kindly criticism and general uplift. If harsh criticisms are necessary, they should be reserved for the privacy of the inner office. Dignity, fairness, inspiration, should be his characteristics.

Latin and Greek: To Whom and How. II.

By FRANCIS STORR.

Some Conclusions.

1. For boys and girls who leave school at sixteen or earlier—at least as it is at present taught—Latin is not an entrance to Latin literature, and, if it is to be taught to such pupils, it must be taught on other than literary grounds, as a purely linguistic discipline, and, possibly, as an introduction to comparative grammar and philology.

2. For pupils who stay at school till eighteen or nineteen and will carry on their studies at the University till twenty-one or twenty-two Latin and Greek are subjects of pre-eminent, tho not of unique excellence.

3. But the curriculum of the majority must not be determined by what is best for the chosen few, even if it be proved that a purely classical education is best for the latter.

4. Easy studies must precede the more difficult.

"The labor we delight in physics pain."

We must pass from the near to the remote, from sense perceptions to abstractions. To the schoolboy distance does not lend enchantment to the view. French or German must come before Latin or Greek, and English before either.

5. The half is more than the whole. A comparative mastery of French is more than a smattering of French and Latin. Latin and Greek combined are to the average schoolboy of less value and profit than a study of one of the ancient languages.

If these premises are accepted, we shall be able without much difficulty to answer in general terms the question: "To whom shall we teach Latin and Greek?"

First, we shall not begin teaching Latin under any circumstances before the age of twelve at the earliest. I should myself be inclined to put it later. There is much to be said in favor of beginning French pretty early. The vocal organs are then plastic; a child can catch the French accent with far greater ease than an adult, and, if the conventional method is adopted, learning a new language is both easy and attractive. But ten is quite time enough to begin and two years is more than too long a time for a child to gain entrance into the tongue, as Bacon phrases it. Secondly, we shall not teach Latin to any who are intending to leave school before the age of sixteen. Four years, with say four hours a week, is the minimum of time required to gain entrance into Latin: by that I mean to have reached the stage at which the pupil will be able to construe a Latin author of average difficulty and be inclined, if his bent lies that way, to pursue for himself the study of Latin literature. My proposed rule would cut

out half of the pupils who at present, in my view, waste their time over Latin; but I am prepared to go further. Of those who stay at school till sixteen and over, we may say, roughly, that one half are literary and the other half scientific. For the science boys on the modern side I would make the second foreign language after French not Latin, but German.

The superiority of German to Latin as an instrument of practical utility will hardly be disputed. Whatever line of life the pupil may intend to pursue—soldier, sailor, chemist, engineer, medico, man of letters, publicist, or theologian—he will find his way blocked and his attainment of the highest rank almost impossible without a knowledge of German. But I would go further and maintain that in the earlier stages, for the Gibeonites who will remain to the end hewers of wood and drawers of water, German is every bit as good a discipline as Latin.

I would here remark another great advantage that German, or French for that matter, has over Latin for beginners. In German the teacher has an almost unlimited choice of easy reading books, fairy-stories, myths, legends, tales of travel and adventure, nursery rimes, and poetry for children. Almost from the beginning it is possible to give a child a whiff of German atmosphere, a tincture of German letters. What is there in Latin to correspond? Caesar is dull even when illuminated by illustrations, difficult even when defecated by simplifications. Nepos, recommended as a substitute by the American Committee of Ten, is indeed easier and to a boy more interesting; but it labors under the grave objection that its subject matter is Greek, not Latin. Of Latin poetry there is more for beginners. For "Stille Nacht, heilige Nacht" we should have to substitute "Enos, Lases, juvate." Ovid is fairly easy; but what of his poetry and what of his subject matter? The parallel would be a proposal of the moderns to take the "Roman Elegies" of Goethe and Wieland's "Oberon" for our textbooks in German, or for German boys to begin their study of English poetry with Swinburne's Ballads and "The Rape of Lucrece." The great Latin poets, to read whom in the original it is, I gladly allow, well worth learning Latin—Lucretius, Catullus, Virgil—must remain to the ordinary schoolboy books with seven seals.

In the growing conflict of studies Greek must tend to become a luxury, not of the few, I hope and trust, for I believe that with the spread of education the genuine, the voluntary students of Greek are bound to increase and multiply—but still a special study reserved for those who have shown in other ways their linguistic and literary aptitudes.

In an article on "Thinking in a Foreign Language" in *Modern Language Teaching*, Dr. Lloyd of Liverpool draws from self-experience the following conclusions, "The educational value of learning a language is exceedingly slight in its earlier stages. It is only when the learner can freely wield the language that any worthy and permanent good is done. But this hardly happens in one case out of twenty under the present system. The simple fact is that we attempt too many things. One thing done thoroly is much better than two things half done; and in language the case is even stronger than that, for the second thing attempted sometimes partly spoils the first. The best thing for a school child would be the thoro acquisition of a single foreign language coupled with an equal acquisition of the mother tongue. One such language is necessary to everybody; for no one knows his mother tongue properly till he properly knows another. But a second foreign language may do more harm than good in that early period antecedent to all specialization."

And, as to the advisability of teaching Greek to the commonalty of schoolboys, he gives us as his personal experience: "I studied Greek and Latin very thoroly for years, and never showed the slightest tendency to soliloquize in either. But the reason is now clear: it was because I studied both simultaneously." And, after relating a later experience with French and German, he draws the salient lesson: "The third language could only triumph by expelling the second from its privileged position."

May we not, then, safely lay down that, just as Latin should follow French, so Greek should follow Latin; that, as Latin should not be begun before twelve, so Greek should not be begun before fifteen or sixteen?

I have not much faith in what may be termed the treacle-and-brimstone treatment of the New Orbilius. The story of "Truthful Tommy" in a Latin dress may amuse the teacher; but it is like to turn the stomach of the pupil who has to spell it out word by word or to have the joke daily rubbed into him. Interest by all means, but it must not be a fictitious interest. It is no good pretending that work is play. Give the genuine article, but at first in extracts, and I see no harm and much gain in "cooking" the extracts.

And from the very first insist on translation as opposed to construing. Jump upon Latinisms such as "The foot having been put to rout." Denounce "All Gaul is divided into three parts" as nonsense. I cannot, as I have said, go so far as Professor Bennett and hold that English is best taught thru Latin; but it is undoubtedly an invaluable auxiliary, and one of our main objects in teaching Latin must be to bring home to our pupils the differences of structure and idiom between the two languages.

What shall we say of Latin composition? First, we may lighten our ship by throwing overboard Latin verse. Some prose composition there must be. It is the best and surest way of driving in the essential facts of the language and of testing accuracy and comprehension. The sentences to be turned into Latin, we are most of us now agreed, should be founded on the reader.

Shall we attempt to teach our pupils to write Latin prose? I mean, the prose that is demanded in an Oxford scholarship examination—to turn half a page of Gibbon or Macaulay into Latin. I decline to answer yes or no, and must speak in parables. The late Archbishop Temple, when interviewing candidates for a head mastership, put to each as *the* crucial question: "What do you think of Latin prose, and how would you teach it?" The same Archbishop once stated that in all his experience at Rugby he had never seen a really good copy of Latin prose.

I would see the classics taught to fewer, solely because I would have them taught to those alone who can profit by them. I would have them begun later, because we shall then be able to judge who will profit by them. I would restrict composition that more time may be devoted to literature.

Let me end by subsigning the confession of faith of a noble humanist: "Four words above all others come home to the heart of civilized man: these four are beauty, freedom, truth, and goodness. And it is literally accurate to say of three out of the four that the passion for these was first awakened in Greece."

The object of education is social regeneration of the individual in the service of civilization, neighborliness, and righteousness.

The cardboard work has a wider application and makes an excellent subject to lead up to the joinery of the later grades. Familiarity with the tools of precision used in this work, and a knowledge of the many types of construction in this material will stand the boy in good stead; while as a present means of broadening his comprehension of many of the common things in the world about him, this subject may, in skilled hands, work wonders.

Basketry, in this grade and the following, is found to be an attractive and fruitful occupation. Great care should be taken to secure results commensurate with the labor this branch of work exacts.

Grade six presents a repetition of the subjects of the preceding year, with the introduction of more intricate models and the laying of greater stress upon accuracy of workmanship and originality of design.

With grade seven the city assumes the responsibility for the manual training of the boys. From this time until the end of grade nine the work is done in the joinery room under an instructor. In grade seven the period of work is one hour, in grades eight and nine, an hour and a half per week.

In taking up the wood work in grade seven, it seems logical to begin with the fundamental tool, the knife, accordingly; the work opens with a brief series of whittling models. This method works well in practice. The average city lad is woefully unfamiliar with the possibilities inherent in a good, sharp pocket knife, in fact the distinction between sharp and dull as applied to any cutting edge is usually an unfathomed mystery to him thru his absolute lack of practice with tools. Here is an excellent opportunity for him to learn by experience the several ways of testing the keenness of a blade, and the knife is a good tool upon which to practice the rather delicate art of sharpening. At worst he can but blunt the edge, which a few moments' grinding will restore. After spending about a month upon knife work, the boys are taught the use of the regular carpentry tools. The course is planned to introduce these in systematic order and in some quite typical application. For this first year all of the boys carry out approximately the same series of exercises, due provision being made for the swifter and the slower workers by adding or omitting models, as the case may require. In arranging such a course the great difficulty is to find problems that contain the necessary tool exercises, and at the same time are interesting in themselves, and of which the construction is not too difficult or too long drawn out. It is easy to discourage these little fellows by too hard a task. They are anxious to see results, and it is well, not to expect too much in the way of accuracy and fine finish.

Grade eight sees a continuance of the joinery. About one-half of the year is occupied in making a stipulated series of articles, after which considerable option is allowed. The pupils are encouraged to undertake individual projects, for which sketches prepared at home are submitted to the instructor for suggestion and criticism. The material and finish are carefully considered and a complete bill of lumber is made out by the pupil. Large projects are, of course, attempted only by boys of whom the instructor can safely predict a successful issue of the work. For such an undertaking the boy procures his own stock, ordering it from his bill of lumber. In this way he acquires two valuable lessons: One as to the way lumber is marketed and the processes incident to reducing it to serviceable shape; the other as to the cost of different woods, and the outlay of money and of time that must be made in producing a fine piece of cabinet work.

Grade nine marks an advance upon grade eight mainly in the complexity of the problems involved and the increasing degree of accuracy insisted upon.

A short course of prescribed models is succeeded by a much longer period, during which the various articles in process of making may be as many as there are boys in the class. Of course this entails a vastly greater expenditure of energy upon the part of the instructor than where all are carrying on the same exercise. His work will be with and for each separate individual, and if he be the ideal teacher, the gain to the pupil from this intimate relationship will be very great. There is perhaps no line of grade-teaching where the personality counts for so much. Here the traits of character in the boys come out with startling distinctness. Inherited or instinctive tendencies come to the surface, aroused by contact with materials in the elemental stage, and with demands and conditions freed from the artificial and the insincere. To guide these impulses into proper channels of *im*-pression and of *ex*pression is no insignificant task, and is worthy of the highest type of teacher.

In speaking of some of the lower grade work it was stated that designs for certain models were drawn previous to being worked out. It should be said that for the most part these designs are made in the class-room during the time devoted to drawing, and under the supervision of the drawing instructor. No direct connection exists between the departments of manual training and of drawing, in Hartford, but the most complete co-operation obtains. At certain intervals there is included in the drawing schedule the design of the outline or the decoration of some article which is to be carried out in concrete form. It may be a raffia basket with colored design; it may be a doll's rug made in colors selected by the child and drawn in colored crayon previous to being woven; it may be the decoration of a sewing-box or collar-case constructed later under the sewing teacher; or perhaps one of several articles, such as a blotter-pad, a handkerchief box, a wall-bracket, or a desk book rack to be made and decorated in the wood-working room. Thus is secured a realization of the importance of good design, while the resulting class-work partakes more fully of the individuality of the workers.

Little or no actual drawing is done in Hartford in the manual training rooms. It is believed that it is not possible to accomplish significant results with either the drawing or the industrial work if the attempt be made to crowd both into the brief allotment of one period per week. More than that, it is not a profitable stage in the child's life in which to undertake a thoro course in mechanical drawing. This is far better left to the high school period. It is, however, necessary that he should be familiar with the devices by which forms of construction are represented. This is accomplished by having him make in the drawing room a simple working drawing with different views and dimensions complete. After this, the reading of drawings, which, in fact, is all that is now required of him, is simply a matter of practice. In Hartford the pupils have ample opportunity to acquire proficiency in this, since all work is done from drawings, charts, blue prints, or blackboard sketches. It is found that, long before reaching the end of his grammar school course, the average boy is able to read a drawing of anything that he might be expected to construct.

Such is the stage that manual training has reached in Hartford. It has been the work of a long series of years, with occasional intervals when little progress was apparent, and periods when long strides in advance were made. The recent action of the Board of School Visitors in unifying the course of study marks one of the latter movements and promises to afford an impulse that will long be felt. It is a step in which we may all rejoice, since it marks the formal recognition of the importance of educating every pupil thru the medium of the hand.

An Argument in Favor of Simplified Spelling.

By Associate City Supt. ANDREW W. EDSON, of New York City.*

After hearing Prof. Brander Matthews, Col. Sprague, and others on the subject of simplified spelling, after reading considerable literature bearing upon the question, and after a full consideration of the subject, the Board of Superintendents of New York City decided unanimously to recommend to the Board of Education that the list of three hundred words recommended by the Simplified Spelling Board be authorized for use in our schools. And the more we consider the arguments *pro* and *con*, the more firmly convinced we are that we acted wisely. The action of President Roosevelt, head printer Stillings, and so many learned, professional, and business men in all walks of life, serve to confirm us in the position taken.

No subject offers greater opportunity for fun and ridicule than does the spelling of English words. One can laugh at the present spelling or at any attempt to reform it. The written word appeals to the eye, and is an easy mark for the cartoonist and punster. In many cases, it is difficult to determine whether the writer is in earnest, or is trying to be funny, or is merely trying to fill space. No subject could be selected on which people would have more decided views, or a greater variety of views. Here are some of the leading arguments against the proposed changes in spelling with such answers as occur to me.

The principal objections raised against simplification and presumably against the proposed list presented by the Simplified Spelling Board, so far as I have observed, are the following:

1. Usage, not ukase, fixes spelling; tradition must be respected in spelling as in everything else.

Usage, like fashion, changes when intelligent leaders set the pace. Nearly the same criticism and ridicule will center about any serious attempt to introduce the metric system of weights and measures, a change that nearly all educators and business men favor heartily; and spelling reform will not begin to upset business as will the metric system.

It is said that it is useless to move ahead of the public. The query naturally arises: Who is the public? Is it the writers of books, or editors, or lexicographers, or business and professional men, or educators? Or is it all these combined? Must any change be spontaneous and general before it is deemed proper, or must the initiative come about on the recommendation of a few leaders?

A conservative is said to be one who "sits on the trail of progress and forever shouts '*whoa*.'" And while a large body moves slowly, and while conservatism is powerful, progress must win out when simpler, better, and more natural ways are offered..

2. Our language in its present form has an "esthetic appearance," an "historic dignity" about it that would be entirely upset by any revision of the spelling. Any change from accustomed forms seems to jar the optic nerve. "On sentimental grounds," therefore, we are asked to protect it from spoliation.

Even a superficial student must recognize that language is not a work of art, like a painting, a cathedral; something as fixed as a pyramid of Egypt. It is a living, growing thing—and life presupposes change.

The revision of the Bible had to meet all these objections, and more, and yet the changes were not radical enough to upset the nerves of any except those who hold closely to tradition and literal interpretation.

3. Simplification will obscure the meaning and origin of words.

As a matter of fact comparatively few people care to delve into the derivation of words. For these few the history of our language is stored in books by learned writers, and all interested in the origin and particular meaning can easily get information. There is no danger whatever of losing sight of the history of the derivation.

4. All standard books of literature, our dictionaries, and text-books already in print, would become useless.

This argument seems plausible, but it is not as weighty as at first appears. Dictionaries are being revised from year to year. They reflect, not lead, the best thoughts of the day. But yesterday I read a circular announcing a revision of Webster's International with the addition of 25,000 words. The changes proposed would mean more alternative spellings for a time, but the inconvenience resulting would not be serious.

5. The United States should not try to lead in this reform, as all other English speaking countries would resent this attempt at leadership.

It is evident, however, that some one must lead if progress is to be made. The United States is leading in many things in these latter days. We are a progressive people. We are not held so closely to precedents as are our English brethren across the sea. We have a leader at the White House who, fortunately, is not held to precedents in spelling any more than in politics. And other English speaking peoples will follow. Enough of the leading English philologists and lexicographers; like Professor Skeats, Professor Murray, and Professor Butler, have accepted positions on the Simplified Spelling Board to indicate sympathy and hearty co-operation with the movement

6. The Board should submit its final list at once so that we may see the end from the beginning.

There seems to be great anxiety for the future. Some people see or seem to see in future lists many inconsistencies and absurdities. Words not included in the list presented by the Simplified Spelling Board, as *nu*, *ot*, *filosofy*, *fotografy*, etc.; stagger them. In fact nearly all criticism centers on what does not exist, on what is feared.

The Board cannot now present complete lists; nor can we reach finality in many matters. Men of brains must continue to watch progress in this as in other lines, and adapt means to the end required.

7. If any change is to be made why must we accept the list suggested by this "highly subsidized Board?" In other words, why not leave the matter to the poets, and other literary writers, to editors and journalists, or to philologists and lexicographers?

Some one must take the initiative. If substantial progress is to be made, organization is necessary. Learned men must give time and thought to the subject. The Simplified Spelling Board is made up of college presidents and professors, lexicographers and philologists, professional and business men; some of the ablest to be found. It would seem safe to follow in their steps, especially when they make such a modest proposition.

8. If any list is to be submitted, why include those words already reformed and in common use?

The point is to fix, and firmly fix, the simpler form, so that the second of the alternatives will soon disappear. Of the three hundred simple

*Address to New York State Council of School Superintendents.

forms included in the list, more than one-half are preferred by Webster's dictionary, more than six-tenths by the Century, and two-thirds by the Standard, while nearly all the rest, except some of the inflected forms (which are often ignored), are allowed by all the dictionaries as alternative spellings. If the preference be given to the simpler form, the alternative will soon disappear.

9. And, finally, children in the schools cannot set the fashion; it is for them to follow, not lead in any reform; and they would be handicapped in securing positions if taught reformed spelling.

This much is certainly true. If any permanent changes in spelling are to be made, the schools are the most effective agency in promoting the measure. The coming generation—all our rulers, our writers, our business and professional men and women—are housed in the schools of to-day. If we accustom our children to the changes—all of them natural and reasonable—the question is settled for all time to come.

As thoughtful and progressive educators we should look forward, not backward. It should be our hope that our children and grandchildren may have, as they certainly will have, greater advantages in education, in physical, intellectual, and moral training, than we enjoyed. Our language is a living, not a dead language, and therefore grows. Some changes are inevitable.

The movement to simplify English spelling does not involve any radical steps or any sudden and violent changes. It does not relax existing rules. On the contrary, it makes them more certain. It extends and enforces them so as to get rid of needless exceptions, and it produces a greater regularity than now exists.

For many years the tendency among good writers and scientific bodies has been to simplify the spelling of English words. The list of twelve simplified spellings adopted by the National Educational Association in 1898 has been followed by some of the best educational journals until the forms are now in quite common use. Very few of the other words in the list recommended by the Simplified Spelling Board will seem as strange and be as slow in winning general acceptance.

Teachers, superintendents, and school boards, State and city, should lend the weight of their influence to this needed reformation. The position will be endorsed by the people as soon as they have had their laugh. The movement cannot be killed by ridicule. It has come to stay. Our age is eminently practical and demands short cuts, quick results, omissions and simplification when thought can be made clearer and effort be made more effective thereby. As intelligent and progressive educators, we should be found among the leaders in the reformation, rather than among the tail-enders.

Boston Trade School for Girls.

An article by Mary Bronson Hartt, in the Boston *Evening Transcript* of September 29, gives a fascinatingly interesting account of the Boston Trade School for Girls. The third year of work is being opened with an increase in attendance of twenty-two, and many more would-be pupils are kept disappointedly upon the waiting list, for the school's capacity is already taxed to its utmost.

The idea of the school was originally borrowed from New York by Miss Edith M. Hawes and a group of women similarly interested. After a careful study of methods and of the needs of the community, they raised funds and established the school.

The first year eighteen girls applied for admission. The founders were, however, not surprised at the smallness of the number, having foreseen that it would need a very practical demonstration to convince parents that it was really profitable to let their daughters learn the fundamentals of some trade before requiring them to contribute to the family support.

That the school has been founded on sure principles of psychology and economics may best be shown in the writer's own words.

Inside the white-ruffled aprons are eighty-two girls between the ages of fourteen and seventeen, learning to be dressmakers' or milliners' assistants, machine operators, or stitchers of factory-made straw hats.

"But why so young?" do I hear someone inquire? "Would not girls of eighteen be better worth training?"

The answer to that is, "Yes!" And that is precisely why the Trade School prefers to take the fourteen-year-old. Nobody wants the working-girl of fourteen. She is immature, she is irresponsible, she is indolent, she has no ambition, no judgment. Two years later, even if meanwhile she simply played with dolls, she would be distinctly better worthy of her hire. It's a mere question of physical law. Yet the State prescribes that beyond that age she shall not be forced to remain in school, and the cupidity or the necessity of parents prescribes that she shall not remain idle. So she goes to work—perforce at unskilled labor.

Now the pity of this is that, having once dropped into the ranks of the unskilled, the chances are a hundred to one that she will never get out. Time was when the less strenuous conditions of trade permitted the training of ignoramuses inside the factory.

For the matter of that, a girl who goes into unskilled labor at fourteen is rarely fit for promotion when she is sixteen. At an age when she most needs rousing, when her physical force is low, she goes into exhaustive work in which there is not a shadow of human interest, work which makes not the slightest demand on her brain. She suffers in health, grows sulky, unwilling, and dull. What wonder that when she is too big to be satisfied with a child's wage she is only fit to go into unskilled labor in a factory, or at most, mechanically to tend a machine more worthy of respect than herself.

There is, of course, no reason why a child should not be taken from mechanical work even after she has entered upon it, and set to learn something which would lead to promotion. But when a child has once brought money into her home, it's useless to expect to persuade her parents to forego her wages while she studies to better herself. Unthrift knows little of the long look forward. Except in the rare cases, once unskilled is always unskilled.

Catching the Girls Young.

It is these facts that make the Boston Trade School anxious to get hold of girls fresh from the scholastic clutches of the State, before they have had a chance to drift into the hopeless army of the unskilled. Having caught them, it can keep them only one year, the family finances in most cases forbidding a longer term of unpaid employment. In that one year it aims to teach every girl a trade, or enough of a trade so that she can command at the outset at least a dollar or two more a week than a totally unskilled worker. It attempts nothing so obviously

preposterous as to turn out well-equipped dressmakers, milliners, or even highly efficient operatives —all in a year's time. Not only is the course too short, but the girls are still too immature. Nobody will trust a girl of fifteen or sixteen, or even seventeen, to cut and fit expensive dresses, no matter how much training she may have had. She's not resourceful enough.

What it can do, what it does do, is to open every girl's eyes to a number of things. In the first place it enlightens every girl as to the financial possibilities of the trade she proposes to follow, letting her see what are the chances of advancement and what the conditions for getting ahead. It gives her, in short, what she would never get in shop or factory—a bird's-eye view of her trade.

The physical side is by no means the least prominent in the South End Trade School. Improper feeding being at the bottom of half the laziness displayed by new pupils, the school luncheon is a matter of prime importance. One hot, savory, and nourishing dish is added every noon to the cold luncheons brought from home. The girls are fairly coerced into love of fresh air. Complaints of draughts go unheeded until they cease. From top to bottom the Trade School, even tho the rooms are pretty well crowded, is fresh. Moreover, the girls get a half-hour of crisp, snappy, Swedish gymnastics every day under a graduate of the Colby School, who preaches a doctrine of fresh air, exercise, and rational diet. After a few weeks of this vigorous campaign there is a perceptible brightening of complexions and eyes. Before the year is over the girls are quite broken to a hygienic régime.

As for the nourishing luncheon, that accomplishes more than the mere temporary increase of energy. For the girls prepare the hot dishes themselves under the guidance of a clever graduate of Simmons College, not only learning that much culinary art and preserving the recipe for home use, but learning to a cent the cost of ingredients purchased with that magic economy that Simmons graduates know how to display. This reacts swiftly on the homes. Mothers come around to say, "Susy says you had a lovely stew here that only cost sixteen cents. I guess she made a mistake. No? Well, do tell how ever did you do it?"

The mental work at the school is strictly connected with trade. Factory folk say that you cannot learn a trade in a school, but you can in this school. For tho it begins by teaching theoretically, it turns itself as nearly as possible into a practical factory before it gets thru. Every girl is taught the first steps of her work by a graduate of some institution like Simmons, Pratt Institute, or the Teachers College. But she does not stop there. No teacher who has never experienced actual service in trade can fit a pupil to enter shop or factory. Therefore to perhaps eight months of study under women who know how to analyze and how to teach, the trade school adds four months of severely practical work under experienced forewomen from factories, under practical dressmakers or milliners. These swift, efficient women, be it said, are not teachers by nature. They are no more capable of explaining preliminary steps to a beginner than the Simmons graduate is capable of imparting the methods of the shop. Either alone would be inadequate; together they round out an invincible whole.

To give still further the atmosphere of real business, the trade school keeps its girls for long hours like the factory—from 8:30 to 5. True, every minute of the time is needed, with so short a course; but there is advantage in accustoming girls to what they must expect later on. Then again, the finished product is sold. The girls make hats which are not mere school-models, but must fit some real head and suit some real face.

Perhaps it is time to state precisely what is taught. On an upper floor is a room full of power sewing machines, such as are used in great factories. The girls learn to manage a variety of special machines so that in a factory they can pass from tucking to baby-clothes, from curtains to fancy collars, thus having a greatly increased chance for finding work. At the other end of the same room there are the machines for sewing straw braid into hats. This expensive apparatus was installed by hat-factories in Boston, without a cent of expense to the school, so glad are they to get trained hands. As yet the demand is not nearly supplied. The girls learn to handle all grades of straw, from the cheap to the very fine, and turn out up-to-date models which are sold to the factories.

The would-be milliners and dressmakers begin together to master the stitches of scientific sewing. It is not, however, in any class work. For the matter of that there is not a class in the school. Each girl goes ahead as fast as she individually is able. When she has mastered the full series of preparatory stitches and sewed most of them into her own school apron—purposely designed to combine tucks and ruffles and almost every device of needlework—the little dressmaker puts it on and without further ceremony passes to the order department upstairs. Here she experiments with ordered underwear of different degrees of difficulty, learning to use a machine with all its complicated attachments, and progressing gradually thru plain wash shirt-waist suits to elaborate summer dresses and at last to a boned lining. Then she is ready for the dressmaking department, where she works on customers' gowns of really elegant materials under the eye of a dressmaker who has been with Driscoll and with Gallagher. All the actual sewing, trimming, and finishing of the gowns is put into the girls' hands. They do not attempt, however, drafting, cutting, or fitting, except some minor cutting from patterns. For it is not intended that they shall make the mistake of fancying themselves dressmakers at their age. They are ready when they leave to enter the best shop in Boston as assistants, and to be a boon to dressmaker and customers alike. For they really understand every detail of dainty and elaborate work.

The little milliner, when she has completed her stitches below stairs goes up to apply them to actual millinery under the direction of a designer from the famous firm of Gage Brothers, Chicago.

Training in Color and Design.

There is one branch of the work which comes under the head of no trade and yet affects all. This is the training in color and design. A graduate of the Boston Normal Art School teaches the milliners and dressmakers alike to match color, to combine color—stealing her color schemes largely from the dress of butterflies and moths—how to use water-color, how to design embroideries, and even whole costumes. They learn to be skilful "copyists," that is, they can take notes in a shop, or even on the street, of a gown or hat which would be of use to them—a very important element in a dressmaker's or milliner's success. Best of all these they get their eyes opened to the possibilities, the artistic possibilities of their work. If they have any genius for designing it comes out, and they begin to feel themselves in the same profession with Worth and Virot. If they have no genius at least they avoid the worst calamities in the handling of line and color.

Your druggist will tell you that Murine Eye Remedy Cures Eyes. Makes Weak Eyes Strong. Doesn't smart. Soothes Eye Pain. Sells for 50 cents.

Notes of New Books.

A most practical FIELD, LABORATORY, AND LIBRARY MANUAL IN PHYSICAL GEOGRAPHY has been arranged by C. T. Wright, Ph.B., of the Union High School, Redlands, Cal.

Mr. Wright's idea in preparing the book has been to accustom the pupil to using reference books, to observe carefully while in the field or laboratory, and to state clearly and concisely the results of his observation and reading. With this in mind the author has divided the volume into two parts, and at the end has added blank pages to be used as a note book; also cross-section paper for map and diagram work and outline maps.

Part I. is divided into chapters and exercises in which are found directions for preparing the lesson by the use of the text an dreference books. Part II. is divided into corresponding chapters and exercises which contain questions based on the reading and directions for laboratory work. In the note book are to be placed the answers to these questions, and the results of the experiments performed.

"Physical geography," says Mr. Wright, "gives the student a broader outlook than any other science in the curriculum of secondary schools. It is a proper culmination of the nature study of the grammar school, and an appropriate introduction to the more technical and rigid sciences of the high school."

The book fully answers this purpose of training students from the nature work and elementary science which they have had, to the more advanced work which lies before them. There are many excellent illustrations, as well as hypsometric maps, contour maps, etc. (Ginn & Co., Boston, New York, Chicago.)

Dr. George Evert Condra, associate professor of geography and economic geology in the University of Nebraska, has written a GEOGRAPHY OF NEBRASKA. Many besides Dr. Condra have long felt that there was a lack of available geographical literature about the State, and it was to supply this lack that the book was written. The earlier chapters are devoted to a simple discussion of the structure, soils, underlying strata, weather, and climatic conditions. Then follows a chapter on the rivers and drainage system, and the divisions resulting. These regions are next taken up in detail, with an account of their peculiar characteristics. Other chapters are devoted to the following subjects: Settlement, and Development; Resources and Industries; Methods of Reclamation; Cities and Towns.

The book is designed for use in the seventh and eighth grades of public schools, and for this purpose the author has made his work simple and easily understood, as well as interesting. One especially good feature is the list of questions which follows each chapter, prepared by Edward C. Bishop, Deputy Superintendent of Public Instruction in Nebraska. They are such as will require the student to think for himself and observe local geographical conditions. In addition to a number of excellent maps and diagrams the volume is profusely illustrated with reproductions from photographs, showing not only the points of geographical interest and views of towns, but also the methods employed in the various principal industries. (University Publishing Co., Lincoln, Nebraska.)

"Scholars of Europe and America have been busy at the task of explaining what needs explanation, of investigating the problems of Chaucer's sources, and of determining the order in which his works were composed. It is the purpose of the present volume to render accessible to readers of Chaucer the fruits of these investigations, in so far as they conduce to a fuller appreciation of the poet and his work."

The above is taken from the preface to THE POETRY OF CHAUCER, A GUIDE TO ITS STUDY AND APPRECIATION, by Robert R. Root, Ph.D., preceptor in English in Princeton University, and the quotation shows clearly the design and scope of the book. In commencing his work Dr. Root gives a comparison of the medieval and renaissance spirits which were striving for the ascendancy in the England which Chaucer knew. He then devotes a chapter to the consideration of Chaucer's life and character. Then Chaucer's works are taken up separately, with discussion of sources, date of composition, and like matters. As an appendix there follow a few general suggestions for the study of Chaucer. The book has been carefully written and will prove of great assistance either to the student or general reader. (Houghton, Mifflin, & Co., Boston and New York.)

German children are indeed fortunate in the stories that have been written for them by people who loved children and understood thoroly their interests. These writers have been in their turn loved by the children for whom they wrote, and among them none have been more loved than Johanna Heusser Spyri, who was born and died in the little town of Hirzel. Most of her writings were for young people, and the scenes of the stories are chiefly laid in the mountains and valleys of Switzerland. From these stories Edith F. Kunz has selected three: MONI, THE GOAT BOY; WITHOUT A FRIEND; and THE LITTLE RUNAWAY, and has translated them for American children. The title is MONI, THE GOAT BOY AND OTHER STORIES, and the volume is nicely illustrated. (Ginn & Co., Boston, New York, and Chicago.)

The FOURTH YEAR LANGUAGE READER prepared by Franklin T. Baker, of Teachers College; George R. Carpenter, of Columbia University, and Ida E. Robbins, of the Horace Mann School, is largely made up from stories by authors now living, carefully adapted for the purpose. Among the writers represented are such familiar names as Sewell Ford, Jack London, Frank T. Bullen, and Pierre Loti; while from the older writers are selections from Browning, Wordsworth, Emerson, Lowell, and a number of others.

In pursuance of the authors' plan to give to each number of the readers some unity of interest, the selections for the present volume are almost entirely animal stories or tales of adventure. These selections are of sufficient length to avoid the effect of "scrappiness," so often noticeable in readers, that is, they are long, by the child's standard.

As the authors state in the preface their plan has been to include in one book all the English work for one year, with the exception of the supplementary reading. To this end they have scattered thruout the volume admirably arranged exercises in sentence study, composition, punctuation, as well as dictation exercises and a spelling list which is placed at the end of the book. The volume is strongly bound, of good type, and well illustrated. (The Macmillan Co., New York.)

Those who have used the ELEMENTARY GEOGRAPHY of Mr. Charles F. King, master of the Dearborn School, Boston, Mass., will greet with pleasure the appearance of his ADVANCED GEOGRAPHY. To those who are not familiar with this volume the fact that Mr. King was formerly president of the Teachers' Geography Club of Boston; manager of the National School of Methods, and secretary to the geography conference of the "Committee of Ten," may demonstrate his fitness for the task which he has undertaken. A man might have all the technical knowledge requisite, and fill his book with maps that were wonders of exactness, and still fail to make a good geography for school use. These are necessary things, but the one thing which will give this carefully prepared material dynamic force, is interest. Here it is that Mr. King shows his thoro knowledge of the practical teaching of the subject. The book is written *interestingly*. The excellent half-tone reproductions, of which there are literally hundreds, add greatly in effecting this result and play a most important part in the maintaining of the interest.

Teachers will find the maps beautifully drawn and finely adapted for demonstration and the reference tables full and convenient in arrangement. At the beginning of the book Mr. King has placed some carefully considered and most practical directions for teachers. In addition to the halftones mentioned above, there are a number of beautiful colored reproductions of photographs. (Chas. Scribner's Sons, New York.)

Little, Brown & Co. have for fall publication sixty new books, including a few new editions. Three of these are issued by the Educational Department, and are as follows:

THE WIDE AWAKE FIRST READER (Following the Wide Awake Primer.)

BOY BLUE AND HIS FRIENDS, a book of short stories for reading in the second grade, by E. A. and M. F. Blaisdell.

MERRY ANIMAL TALES, a supplementary reader for third grade, by Madge A. Bigham, author of "Tales of Mother Goose Village."

It is now a good many years since the Holden Patent Book Cover Company, Springfield, Mass., was established. Each year sees a large annual increase in the business. A city not using covers for text-books and supplementary readers is certainly operating its schools at a distinct loss. One of the Holden covers will last a full school year, and receive all the soiling, handling wear, and tear of the year instead of the book itself, so that at the end of the year the soiled cover can be removed and a fresh, clean one substituted before the book is transferred to the next pupil.

The firm of Hall & McCreary have spent an aggregate of nearly fifty years in the business of buying and selling books.

Catalogs Received.

Gay & Bird's announcements, September, 1905.

The Century Co.'s New Books and Standard Publications, 1906-1907.

Publications of the Century Co., Autumn, 1906.

A. J. Nystrom & Co., Maps and Globes.

George W. Jacobs & Co., 1906 Announcement List.

Bulletin of the University of Wisconsin—High School Course in English.

Duckworth & Co.'s Announcements and Publications.

Small, Maynard & Co., Autumn Announcements of New Books.

L. C. Page & Co., General Catalogue, with Announcement List of New Publications for 1906.

Don't think that eruption of yours can't be cured. Take Hood's Sarsaparilla—its virtue is its power to cure.

The Educational Outlook.

Pure Air in School-Rooms.

Dr. Martin Friedrich, city health officer of Cleveland, O., has begun a series of tests to determine the purity of air in school-rooms. The examinations are made after the children have been in the room for at least a half hour.

"I want to find out whether our present systems of ventilation are based on the correct theory," said Dr. Friedrich. "It may be that we must reverse our theories entirely. We know that something is wrong with the ventilation of school-rooms, not only in this city, but in every other city. The purpose of the work is to determine whether the systems now in use are built on the proper lines; if not, all the text-books and authorities on the subject will be unable to sway me to that belief.

"I think that our theories on ventilation are not right. I believe that we may have to reverse our method of ventilation. But first I've got to make tests."

Parents-Teachers' Association.

A most interesting meeting of the Parents-Teachers' Association was recently held at Utica, N. Y. Dr. Thomas M. Balliet brought before the assembly the importance of having thoro courses in domestic science and manual training in public schools.

Frederick Law Olmstead, Jr., professor of landscape architecture in Harvard University, spoke in regard to beautifying school grounds and the important duty resting upon city officials, of acquiring proper sites for parks.

A feature of the meeting was a round table conducted by the president, Mrs. C. C. Covert, on the subject of heredity and environment. Among the other speakers were Dr. James T. Riggs, Hon. Charles R. Skinner, and Hon. Thomas M. Osborne.

Springfield Evening Trade School

The enrollment at the opening of the evening courses of the Trades School of Springfield, Mass., numbered 316, a gain of forty-eight over the initial number last year. The division of applicants by courses is as follows: Machine shop class, 118; mechanical drawing, 98; plumbing, 36; woodworking, 18; electrical department, 24; class in mathematics, 22.

The courses are intended chiefly for men already engaged in the trades represented. By making use of the opportunities thus afforded, it is hoped that they may broaden their knowledge of the line of work which they are pursuing; learn the latest and best methods, and thus become more proficient and have a better chance to advance themselves.

The evening high school has opened with a good attendance.

Fees at Columbia.

In the future students at Columbia University will not be permitted to pay a lump sum for an education and then cram down all they can in the time allowed. In other words, a new system of paying for tuition has been adopted. Formerly $75 a term was charged; now a fee of $5 will be paid for each course, and a student who fails to pass an examination and has to repeat the course will have to pay a second fee. Under the old system, by taking an extra amount of work each year, a student was able to acquire the number of points (124) required for graduation in three years instead of four and thus save a year's tuition. The avowed object is, however, not to prevent a student from getting an education at a bargain, but to make it costly for him to fail in his work.

Education for Citizenship.

In the announcements for the Social Education Congress to be held in Boston at the close of Thanksgiving week, it is noticeable that the place of honor is assigned to Education for Citizenship, since to that topic is devoted the first general meeting of the proposed congress.

President Eliot, Governor Guild, Secretary Martin, and others are to speak on this subject.

The State educates the youth for their individual good and for the benefit of society; it has the right to expect proper support in return.

Are the children getting the kind of education that will enable them in their mature years to give the right support to the State? The State has the power to demand, and must demand, that the education necessary to accomplish this end be given to the pupils of the schools, and the question comes up: In how far is this being carried out? Any thinking person must admit that it is very far from being done, but that public indifference, class or personal selfishness, and prejudice, and the lack of properly qualified teachers, are the main reasons for the failure.

In the matters pertaining to citizenship, it is the voters that count, and it is the duty of the State to train up its voters to keen thinking and right thinking. There is so much to be done, and it must be done so gradually and systematically, that the school is the only place where it can be accomplished. The school should be conducted impartially, and, from a certain point of view, impersonally. The teacher has nothing personal to gain beyond a stipulated salary, and works for the good of the community. We talk about the educative value of the press, but the press gives the people what they want and in the way they want it—each paper strives to become a financial success, and in most cases is devoted to partizanship.

If our schools were run on the same basis as the newspaper, a shout of remonstrance would go up. While the opinions of voters are in great measure made up from the daily news, yet in order to obtain opinions of real value, the voter must sift the news for the truth, and only a long educative process can train him to do this sifting properly. The social and political ignorance and apathy of voters can only be overcome by preliminary school study and experience in which they are aroused to a sense of public duty.

In the progress of mankind there is a constant change in conditions, and whenever existing institutions do not meet the demands of new conditions, they need reforming, and that is just what our schools need. The log schoolhouse, and the little red school-house, met the needs of their day. Our modern systems of teaching are not meeting the political and social needs of the day, and they need reforming in just so far as they fall short.

We must start out with the premise that the inherent instincts of the normal man are right, and that they need only cultivation and proper training to bring out what is best in men and what is necessary for the promotion of the public welfare.

In our modern civilization man does not exist for himself alone—his interests are inseparably bound up with those of others. We must be taught what are the rights of others and how to respect them. The child must be taught his responsibility, and the man will recognize his larger duties. Legal, political, and social rights and duties should be taught in the schools. Responsibility, adaptability, and thoughtfulness of others must be also taught.

It is not expected that the science of government and political economy will be taught in the lower grades of our schools, altho that is where they are most needed, for the vote of the grammar-school and primary-school "graduate" is as powerful as that of the college graduate, and such voters are far more numerous; but there are many features of social economy that can be taught in the lower schools, and the precepts of good government can be shown, and striking examples may be brought up to foster these precepts in children's minds.

The child is too seldom taught that the way in which he does his little tasks is really making his character. Mere smartness, and greedy activity, is too often confounded with ability—and unfortunately it too often leads to worldly success. The relations and duty of the child (and man) to society, the town, the State, the country, and to mankind should be taught as living subjects and not as mere lessons to be learned; and the place to begin it is right in the schoolroom, in the relations with fellow-pupils and teachers and the community in which they live. If these matters are properly taught, even those who leave school in the years of childhood will carry with them into life a spirit of thoughtfulness for others that will be a guide in making the decisions that must be made by all citizens and voters. A feeling of the duty to society and the State can be and must be impressed upon the minds of the school children. This feeling can be instilled by taking up the matter in connection with the daily lives and applying it to the conditions close around them. Public-spiritedness in school easily leads to public-spiritedness in government. One leader of thought has wisely remarked that it is of more importance to the average voter to secure a good teacher for his children than to secure a good President of the United States. We must not then allow ourselves to be absorbed in general and distant conditions, to the exclusion of local duties.

We must look to the disinterested scholar to bring together and systematize the knowledge of political and social conditions, and while each person must decide for himself how he will apply this knowledge, he should be taught how to weigh and act upon evidence brought to his notice by the student of affairs.

The school should teach adaptability to circumstances, not only in the vocation of life, but also in life's duties, both social and civic. We know how the commercial worker and the hand worker have had to meet the new conditions of the present generation or else fall out of the ranks into some lower stratum; and there is just as much need of adaptability in political and social matters. When the voter is taught that the ballot is a trust placed in his hands by the community, and for the good of the community, he is not so likely to become an automaton in voting. To be sure, there is a certain amount of martyrdom in the attempts to rise above one's surroundings, where ambition has been kindled, and the strength of mind necessary to follow out independent judgments has to be cultivated, but that cultivation is part of the duty of the school.

The only way to reach public opinion is thru such group work as that controlled by the press, the church, and the school, and it plainly devolves upon the school to educate public opinion.

No one understands better than the

oliticians that in the long run legisation follows public opinion and so the politicians try to mold public opinion. In just so far as the individuals learn to realize their own duty to the State, are they the less willing to follow blindly the leadership of ambitious political leaders, and the more, too, do they distrust those who hang round for political preferment and political jobs—always popping up as candidates as regularly as the time of election comes around.

Since it is impossible in our country to deprive the untrained man of the right to vote, the only remedy for the resulting evils is to educate him so that he will not abuse the power thus given to him and will have a just conception of the ethics of the vote, and will feel that it is not his to sell or give away, but his to use with the best judgment that his natural endowments and education give him.

Dr. Scott thus expresses the recognized duty of educating leaders: "Not only must the schools educate for rank-and-file citizenship, but they must educate for leadership. The citizen must be trained to make society and not merely to float in it. We still retain too much of the original intention of intellectual education—to educate special classes and form an aristocracy of scholars. The modern problem is entirely new; it is the education of everybody. In order to preserve the democratic union of classes, an opportunity ought to be given in the school (not merely on the playground), for the training of leadership in the modern civilized sense." That the success with which youth are prepared for citizenship will depend mostly on the wise choice of teachers, we must all admit, and the question comes up most forcibly, Are the teachers being selected for our schools properly qualified to organize juvenile society? James Russell Lowell said: "The true measure of a nation's success is the amount that it has contributed to the knowledge, moral energy, the intellectual happiness, the spiritual hope and consolation of mankind." We have but to paraphrase this to express the true measure of the individual's success. Professor Jenks has well expressed this need when he says: "The methods of fixing such ideals regarding man and State are not formal. No teacher who is not himself aglow with enthusiasm for refinement, beauty, sincerity, truth, righteousness, can kindle in those under his charge, this flame of the higher patriotism."

The ideals of citizenship are different in different countries. The goal of the Frenchman is office holding, to such an extent that the very schools of France have the examinations for the classified service in mind.

The Germans would have their schools grind down their pupils to an obedient, subservient mass, without original ideas regarding government; but they do, nevertheless, teach their pupils to work resolutely, steadily, and systematically, to discourage idleness, and to have a great respect for knowledge. So far as out-and-out instruction is concerned, Germany has given us the best schools.

The Anglo-Saxon aims at a personal career, which demands self-reliance, independence of thought and action, but the whole built on the firm foundation of political stability. The freedom of the individual must be maintained as far as may be compatible with the necessary demands of the general govern-
Such is the feeling that has gov-
to the present time.
Saxon ideal?

Connecticut Teachers' Association.

Several years ago the teachers of Connecticut woke up to the fact that the Nutmeg State was educationally considerably behind her neighbors. Appreciation of one's deficiencies is the first step towards reformation, and so it proved in Connecticut.

This was everywhere evident at the meeting of the State Teachers' Association, held at New Haven, October 19. The spirit of the teachers was evidenced by their great desire to hear all they could. One caught on every hand earnest discussion as to which of the various lecturers were sure to give the most practical help.

The spirit of the speakers was voiced by an incidental remark from Mr. Percival Chubb, who said, in answer to a word of appreciation from one of his hearers, that he was very glad that what he had said had been of use to one teacher; he hoped it had been of like benefit to others as well, for this was his only purpose in addressing them.

The teachers gathered from every nook and corner in the State, fifteen hundred strong.

The general meeting opened at 10 o'clock in the morning, with an address on "Educational Values," by Pres. W. O. Thompson, of Ohio State University. Dr. Thompson was introduced by Mr. Everett C. Willard, of Stamford, president of the Association. The speaker's principal point was that the purpose of the teacher is to aid the child in his choice of the things that are worth while. A comparison of values is necessary to determine the things that build up. The educational value of anything is determined not by the subject, but by the use that is made of it.

At the conclusion of Dr. Thompson's address, the general session broke up to separate into the various section meetings. The principal speaker before the high school section was Dr. William L. Felter, principal of the Girls' High School, Brooklyn, N. Y. His paper on "The Organization of Large City High Schools" appears in the present number of THE SCHOOL JOURNAL.

Two papers were read before the grammar section, the first by Percival Chubb, of the Ethical Culture School, New York; the second by Walter H. Small, Superintendent of Schools, Providence, R. I., on "The Personal Responsibility of the Pupil."

Mr. Chubb's paper on "The Teaching of Literature" was unique and unusually helpful. He said, in part:

"There is no teaching that can convey to the child the heart throb of the poet. The teacher can only hope to infect the child with the spirit of appreciation of literature—it cannot be taught. Oral methods are of the greatest benefit. The folksongs of the American Indians, the works of Homer, the stories of Arthur, and the Table Round, the songs of the Troubadour and the wandering minstrels all were recited or sung, and have little connection with print and reading. Balladry and folksong should be the staple diet of the girl and boy of to-day. Let us look on the child as a literary person before he becomes the slave of debts and bills. The child of to-day is without the literary background of the child of ancient times who was brought up on a diet of ballads and songs calculated to develop above all his sense of rhythm. In the days of my own childhood when we wanted to dance a polka we did not wait for music, we made it ourselves," and the speaker sang a merry catch in polka time to illustrate his point.

"My mother said that I never should
Play with the gypsies in the wood."

"The child in olden times was sung to sleep by his mother, but the mothers of to-day have forgotten their lullabies. Mother Goose gives a child a literary education, for many of the verses and jingles are little plays in pantomime.

"It is by the education of the child with these methods that we must hope to inspire in the youthful mind an appreciation of literature. It cannot be taught."

One of the best papers of the day was read by Miss Margaret Slattery, Supervisor Normal School, Fitchburg, Mass., on "The Reality of Ideals." Miss Slattery insisted that we must not only have ideals if we are going to amount to anything in the world, but we must realize them, and especially is this true of the teacher. She told of experiences that she has had in the training of one of those incorrigible boys with whom every teacher is familiar, and in learning to love and awaken an interest in that which is beautiful in a little misshapen lame girl who came to her dwarfed both in body and mind. Miss Slattery has promised to write out what she said, for the benefit of the readers of THE SCHOOL JOURNAL. The other paper in the intermediate section, aside from Miss Slattery's, was on "The Use of the Book," by Mr. William C. Crawford, of Boston. Mr. William P. Kelly, superintendent of schools at Meriden, was the leader of this section.

The program of the other section meetings was as follows:

Primary—Leader, Alice E. Reynolds, supervisor of primary schools at New Haven. The whole hour was devoted to a discussion of "Social Occupations as Manual Training in Primary Grades," by Miss Katherine E. Dopp, of Chicago University.

Kindergarten—Leader, Margaret Laidlaw, of Hartford. The paper read by Miss Patty S. Hill, of Teachers College, New York, on "Some Tendencies in Modern Kindergarten Education," was followed by a discussion led by Miss Harriette M. Mills, of the Froebel Normal Institute, New York, Miss Hattie Twitchell, Normal Kindergarten Training School, Springfield, Mass., and Miss Rachel M. Webster, Supervising Principal, New Haven.

Ungraded—Leader, Henry T. Burr, Principal of the State Normal Training School, Willimantic. Papers were read by George W. Dickson, Principal of Model Schools, Willimantic, on "The Making of a Rural School Program," and E. W. Goodhue, superintendent of schools, Haydenville, Mass., on "The Responsibility of the Rural School Teacher."

Manual Training—Leader, William C. Holden, Hartford High School. Papers were read on "The Function and Work of the Technical High School," by Charles F. Warner, Principal Techincal High School, Springfield, Mass., and on "Manual Training in the Hartford Grammar Schools," by Stanley H. Rood, Supervisor Manual Training, Hartford.

Art—Leader, Anne D. Hallock, supervisor of drawing and art, Bridgeport.

Music—Leader, Benjamin Jepson, supervisor of music, New Haven. Annual meeting of the Connecticut Public School Music Teachers' Association, with discussion of questions relating to the teaching of music in the schools.

Right here it might be worth while to state that Mr. Jepson is considered a remarkable music supervisor. In the afternoon, in Woolsey Hall, the beautiful music hall connected with Yale University, he conducted a class in sight reading, dictation, and the singing of patriotic songs, with a thousand children from the four upper grades of the New Haven Grammar Schools. Those who were so fortunate as to be present on the occasion were enabled to realize what remarkable work can be done in the study of music with public school children.

Penmanship—Leader, Harry C. Supervisor of Penmanship, New

In and About New York City.

Prof. John Dewey, of the department of philosophy of Columbia University, is delivering a course of lectures on Monday afternoons at Pratt Institute, Brooklyn. The general subject of the course is the "Philosophy of Education." The following are some of the topics to be discussed: "Aims in Education," "The Schools as an Institution," "The Philosophy of the Curriculum," "Types and Methods of Teaching and Discipline."

The death of Prin. Andrew J. Whiteside, of Public School No. 69, on October 24, will be keenly felt by all who knew him and the quality of the work which he has done.

Mr. Whiteside was a graduate of Public School No. 32, and later pursued his studies at the City College. In 1862 he was appointed to teach in Public School No. 35. Later he became vice-principal of Public School No. 3, then principal of Public School No. 8, and for the ten years preceding his death he was principal of public School No. 69.

Mr. Whiteside was deeply interested in the welfare of the members of his profession, and was president of the Teachers' Building and Loan Association, and treasurer of the Teachers' Mutual Benefit Association.

Lunches for Pupils.

Teachers in five of the public schools located in the lower East Side of New York City, are providing luncheons for the younger children. Crackers and milk are served, and one cent is charged for the meal.

The work is being conducted by District Supt. Julia Richman, with the aid of the principals and teachers of the schools.

The luncheons are distributed at half-past ten in the morning, or at two o'clock in the afternoon.

Board of Education Meeting.

At a meeting of the New York Board of Education, on October 24, the Building Committee offered a resolution requesting that the Board of Estimate and Apportionment be authorized to issue corporate stock to the amount of $5,000,000; $3,000,000 immediately, and the balance before January 1, 1907.

In offering this resolution the Committee stated that the funds at their disposal for erection and equipment of school buildings and improvements were being rapidly depleted, and that the sum named would be necessary to carry on their work.

The estimate was based on the following schedule; to finish and equip buildings now in course of construction, $1,840,980; for the letting of contracts for buildings, the plans and specifications of which were partly or wholly complete, $3,331,245; for the letting of contracts for improvements and alterations on buildings already completed, $1,240,000. Of the last item $555,000 was for Manhattan, $350,000 for Brooklyn, and $335,000 for the Bronx. The figures of the schedule were based on the cost of like work done last year.

A resolution, offered at a previous meeting by Mr. Aldcroftt, that the Board of Estimate and Apportionment be requested to appropriate $300,000 for the construction of a ship for the New York Nautical School, was laid over until the next meeting, as was also a resolution requesting the Board of Health to refrain from performing operations on pupils during the time the schoc in session

An offer of Mr. DeWitt Clinton to present to the Board of Educat New York the original copy of th amble and resolution adopted b trustees of the Public School Society tive to the death of its late pres DeWitt Clinton, was accepted b Board. Mr. Jones is a grands DeWitt Clinton.

The Board took favorable action a report of the Committee on C Buildings, which favored grantin Brooklyn Teachers Association th of certain rooms in various public buildings for holding its meetings. Committee stated that this conc had been reached after listening t arguments of the Association, as sented by Lyman A. Best, and were convinced that the courses of stud lectures offered by the Association be of the greatest value to the te in their work.

A decision of the Board which ha awaited with considerable interest regard to the nomination by the Bo Superintendents of Harry F. Tow principal of the Curtis High Scho New Brighton, S. I. For the cons tion of this item the Board passe executive session and after a prot discussion approved the nominati a close vote.

The Board adopted a resolution sented by Mr. Adams approving for a new school building to be kno Public School No. 66. The plans vide for thirty-six class-rooms, tw kindergarten rooms, a large auditori the ground floor, a playground o roof, and baths in the basement.

New High School Text-Book

Rhetoric and English Composition

By **GEORGE R. CARPENTER,** Professor of Rhetoric and English Composition in Columbia University, New York City. Cloth. 12mo. xviii+432 pages. $1.10, net.

This volume is a careful revision, with many changes, corrections and additions, of Professor Carpenter's well-known "Elements of Rhetoric and English Composition" (first and second high school courses). It contains all the material necessary for secondary school work in this subject, in accordance with the best tested and soundest principles of theory and practice.

English Grammar

By **GEORGE R. CARPENTER,** Professor of Rhetoric and English Composition in Columbia University, New York City.

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The University School of Pedagogy.

Fellowships and scholarships have been awarded in the University School of Pedagogy, of New York University, to the following students:

Mr. Clayton C. Kohl, of Ohio; Mr. Archibald P. Peaks, of Iowa; Mr. Frederick G. Waide, of Ontario, Canada; Dr. Paul Radosavljevich, of Obrez, Slavonia; Miss L. Elizabeth Judge, of Tyler, Texas; Miss Alice T. Bennett, of Springfield, Missouri; Miss Alice E. Putney, of Everett, Massachusetts; Miss Laura C. Browning, Detroit, Michigan; Mr. T. E. Kavanagh, Bronxville, N. Y.; Miss Caroline H. Lawrence, Seneca Falls, N. Y.; Miss Gertrude E. Flynn, Oswego, N. Y.; Miss Helen F. Doherty, Jersey City, N. J.; Miss Clara Levy, Newark, N. J.; Mr. C. A. Loughran, Long Island City, N. Y.; and Mr. J. T. Lee, New York City.

A new course has been organized this year in the Education of the Feeble-minded, which is largely attended. The course is a thirty-hour course, and students will receive credit for it towards their degrees. The course is given by Dr. M. W. Barr, Superintendent of the School for Feeble-minded at Elwyn, Pa.; Dr. Walter L. Fernald, Superintendent of the State School for Feeble-minded, Waverly, Mass.; Mr. E. R. Johnstone, Superintendent of the State School for Feeble-minded at Vineland, N. J.; Mr. Alexander Johnson, formerly Superintendent of the State School for Feeble-minded at Fort Wayne, Indiana; Dr. Luther L. Gulick, Director of Physical Education in the Public Schools of New York City, Dr. James P. Haney, Director of Manual Training and Drawing in Manhattan and the Bronx; Dr. Elias G. Brown, Director of Special Schools for backward children, in New York City, and Dr. Thomas M. Balliet, Dean of the School of Pedagogy. This is the first attempt to give such a course in a university. A special circular is issued describing the course, which may be obtained by writing Dean Balliet.

A new course has also been organized in Methods of Teaching High School Mathematics. It is given by Professor Arthur Schultze, of the High School of Commerce, of New York City. The enrollment of the school will be the largest in recent years. There will be enrolled in the School of Pedagogy proper, and in the undergraduate department, known as the Collegiate Division, over 700 teachers. The School of Pedagogy requires a college degree as a condition of matriculation as a candidate for a degree. Other students are registered as special students.

The Free Lectures.

The attendance for the first two weeks of the free lecture courses which are given under the auspices of the Board of Education totaled over 82,000. This is a decided increase over the numbers during the like period last year.

Of the total attendance 26,857 was in Manhattan; 12,529 in the Bronx; 26,830 in Brooklyn, and 4,162 in Richmond, while in Queens the attendance was 11,730.

There is still room, however, for a large increase.

Among the courses to which Dr. Henry M. Leipziger, supervisor of lectures, is calling the especial attention of teachers and others who desire to do some really thoro work, are Dr. Charles A. Beard's course of twenty-eight lectures on "Modern European History," and the course of thirty lectures on "English Literature in the Nineteenth Century," by Prof. Frederick H. Sykes, of Teachers College.

Both the courses are of sufficient length to permit these two most able lecturers to treat their subjects thoroly. To those who attend at least ninety per cent. of the lectures, and pass satisfactory examinations, Columbia University and the Department of Education will issue certificates. Dr. Beard's course is delivered at Public School No. 165, at 108th Street, near Amsterdam Avenue, on Wednesday evenings.

Professor Sykes' course is held in the DeWitt Clinton High School, Fifty-ninth Street and Tenth Avenue, on Thursday evenings.

Other courses of special interest are the following: "The History of Civilization," by Dr. J. H. Canfield, Librarian, Columbia University; eight lectures on Tuesday evenings, at New York Public Library, 103 West 135th Street.

"Great Writers of Modern France," by Prof. Adolphe Cohn, of Columbia University; six lectures on Thursday evenings, at Public School No. 46, 156th Street and St. Nicholas Avenue.

Two splendid courses in Electricity are those given by Mr. W. W. Ker, of the Hebrew Technical Institute, on "The Principles and Practice of Electrical Engineering," on Saturday evenings, at Public School No. 165, 108th Street, near Amsterdam Avenue, and by Mr. Theodore I. Jones on "Telephone Engineering," given on Saturday evenings at St. Bartholomew's Lyceum Hall, 205 East Forty-second Street.

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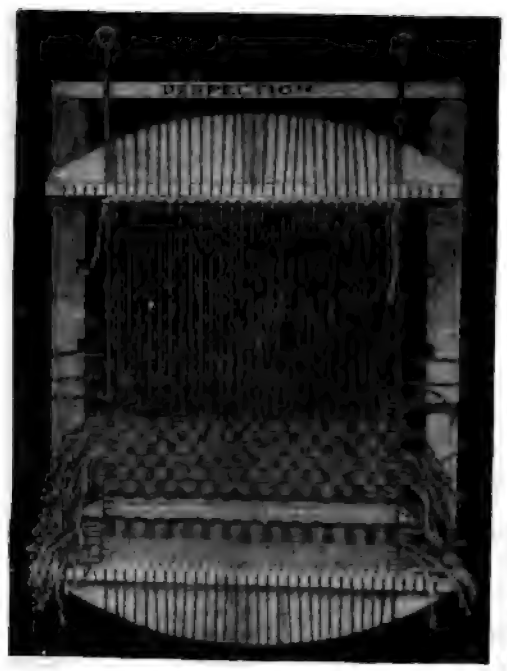

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In Chicago.

Fred M. Sargent, director of the normal extension department of the public school system of Chicago, reports a most encouraging increase in the number of teachers attending the courses provided by the department. There are many more classes this year than last. Thus far this year the most popular courses are those in art and music, with French and manual training not far behind. Within a month Mr. Sargent hopes to have more than 3,800 teachers enrolled.

At this season, when the question of school heating and ventilation is being faced by school boards, the following figures compiled by Mr. J. T. Waters, Chief Engineer of the Chicago Board of Education, may be of interest.

For the purpose Mr. Waters selected two buildings of similar size. One, the Horace Mann School, built in 1889, is heated by what is called the direct and indirect radiation system. The other, the Fulton School, built in 1894, is heated by the indirect radiation system. In the former, the cost of installation was $13,715; in the latter, $6,080. The system, in addition to its saving in cost, has proved more satisfactory.

Other schools in which this system is used are: Racine High School, Racine, Wis.; South Street School, Fitchburg, Mass.; and Perry High School, Perry, N. Y. In all these places the plants were installed by the B. F. Sturtevant Company of Boston.

William H. Ives.

An important change in the ranks of bookmen is brought to light by the announcement that Mr. William H Ives for the past four years manager of the Educational Department of The Macmillan Company, has resigned to become a managing director of the house of Messrs. D. C. Heath and Company, with headquarters at Chicago. Mr. Ives is one of the most popular and widely known men connected with the educational publishing business. He has accomplished remarkable results not only in the East but also in State campaigns in the West and South. His record as a manager, is one of which any man may well be proud. Messrs. D. C. Heath & Company are to be congratulated on securing such an able and skilful director of the office so long under the guidance of Mr. W. S. Smyth, who has retired from active service after a brilliant career in the book field.

Mr. Ives was graduated from Syracuse University in the class of 1891, and at once made teaching his profession, for several years being connected with Stevens Institute, Hoboken. Meanwhile he was engaged in the study of law and was admitted to the New York bar. In 1896 Mr. Ives entered the publishing field with The Macmillan Company, which was just beginning the development of an educational list. During the first six years of his connection with that house he was actively engaged as an agent in the Metropolitan District, and in the State of Pennsylvania, where he made an enviable record. In 1903 he received the merited appointment of manager of the Educational Department

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Mr. Foster's Success.

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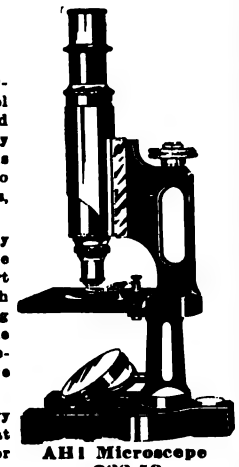

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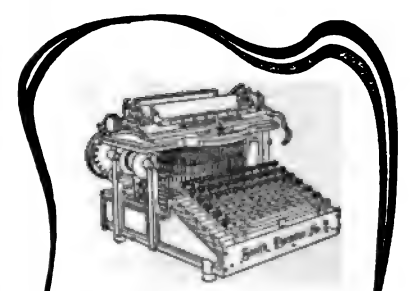

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol LXXIII. For the Week Ending November 10, 1906 No. 17

OSSIAN LANG, Editor.

A Complicated Situation.

The situation at Washington is a most difficult one to handle with absolute justice to every one. But it is well worth while to make the effort to analyze conditions as they are. The Washington schools are, by reason of their peculiar constitution, made part of the responsibility of every citizen of the United States. They are our schools as much as the schools of the District of Columbia. This division of responsibility may or may not be to the best interests of the schools, but there it is, and such as it is we have to deal with it.

Mr. Clark, of Missouri, was right when he said last spring that Congress has proved itself worse than unfit to administer the local affairs of the District. Washington represents in its organization the least American municipality in the United States. Practically all power is resident either in the District Commissioners, or in such officers as the Controller of the Treasury, or in the sub-committees of Congress. The control of the educational affairs is correspondingly complicated.

Going on the well-warranted assumption that he who controls the finances holds chief control in the system, we shall find that the Board of Education is extremely limited in the scope of its powers. No moneys are allowed for any purpose except those which are specified in the Acts. The District Commissioners control the money. The legal adviser of the Board, too, is controlled by the Commissioners. Thus far three different advisers have been assigned to the Board, each with a different opinion to give. Those who have followed closely the development of affairs feel that the attitude of these Commissioners has not been a helpful one.

However, even if the Commissioners should wish to give their fullest aid to the Board, there would still be other difficulties to be met. The Commissioners are fenced in by Acts of Congress with provisions so definite that they have almost no discretionary power. One Bureau is dependent upon another Bureau. Prerogatives are sensitively guarded. There is really no "city" of Washington. And the District of Columbia? Someone has called it "a satrapy of Congress," and that expresses about what it really is.

These considerations should be kept in mind in weighing the actions of the present educational administration.

A careful study of the situation warrants several definite statements. First, as to conditions. Washington has a splendid corps of teachers. I doubt if any other city is so well favored in this respect. The Superintendent is a forceful educational leader, of exalted ideals coupled with practical resourcefulness. The Board appears to be not only willing, but eager to benefit the schools. It has held as many as three and four meetings a week to dispose of problems confronting the schools. The devotion and loyalty of the members are no longer open to question. Whatever honest doubts may have been raised because of the questionable wisdom of several radical steps, have been entirely removed. A rare courage and high civic spirit has been revealed under very trying circumstances.

The newspaper talk about the handling of the teachers in the colored schools was wholly misleading. The situation brought to light by investigations was such that explanations could not have benefited any one, and they would surely have worked mischief. The Board shouldered accusations and misunderstandings, convinced that it had done what right and decency demanded, however its motives were misrepresented.

What the Board needs most of all just now is the confidence of all friends of the schools. And that it is entitled to. THE SCHOOL JOURNAL gives this endorsement the more heartily because it has carefully and fully satisfied itself that the Board has been actuated in its work by the best motives.

The chief difficulty the Board has to deal with is the constant handicap resulting from extreme limitation of its authority. No school board of any city in this country has so little real power. For example, the Washington Board has no control even over the orders for school supplies. It makes and passes and pays no bills. The selection of sites and the construction of school buildings are beyond its authority. Many of the buildings are in a wretched condition, yet the Board can do nothing directly to effect needed improvements. It would seem to be reasonable that the Board ought to have powers similar to those accorded to the Boards of New York City, of Chicago, St. Louis, Philadelphia, Boston, and other American cities. Then, and not till then, can it be held responsible for conditions.

It may be that President Roosevelt will come to the rescue once more. The appointment of a special commissioner to investigate and acquaint him with the educational needs of the Washington schools certainly showed that he is deeply interested. The corps of teachers under the leadership of the new Superintendent can be trusted to take care of the purely educational part of the problem. The serious problem is an administrational one. Dr. Brown could furnish the President with data from the records of the Bureau of Education, which would reveal the real handicaps to progress. Let the Washington organization be compared with that of St. Louis, which may well be regarded as a model, or with Boston and Philadelphia, which in their recent reorganizations have adopted many of the best features of successful American school systems. Rule by ruled Bureaus has proved too serious a hindrance to growth to be permitted to continue in the school administration of the District. The people of Washington ought to have a fuller share in the responsibility for the schools than they now have. The situation wants the constructive thought of a really great man. Will Mr. Roosevelt take a hand?

Whenever a question arises involving wrongs of long duration, there is a tendency on the part of those more or less directly concerned to want to work out a solution in the dark or else to "leave well enough alone." The Democratic rule of wisdom is always to fight out matters of public concern in public. Our whole Government is built upon faith in the people and their responsibility to act reasonably. Open discussions are the best means of keeping alive and developing civic responsibility. Only those whose motives cannot bear exposure to daylight

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need fear evil consequences. Under a truly Democratic Government the right always wins in the end. Each year adds to the abundance of testimony to the wisdom of the founders of our Democratic Republic.

There is inspiration in the life of such a leader as Dr. Helen McAndrew was in her sojourn on this earth. The brief sketch printed on page 407 of this number does not tell half the greatness of her labors. Michigan has lost in her one who was long and effectively identified with the educational work of the State, especially the development of the education of women. She was a personal friend of "Father" John D. Pierce, founder of Michigan's school system, which became the type of nearly all of our best State systems. She was frequently consulted by Principals Welch, Mayhew, Sill, and Estabrook, regarding the interests of the young women students of the Normal College. Prof. William H. Payne, Michigan's eminent educational authority, was a life-long friend. She kept open house for students and teachers many years. Thru her son, William McAndrew, her spirit is working on in the field closest to her heart, the education of young women. The country has been richly blessed by her life.

Edward F. Bigelow is doing a most comprehensive work for the popularization of nature study in the United States. For the last seven years he has been identified with two schools, the pupils of which he takes on weekly nature excursions. Thru his Nature Department in *St. Nicholas* he reaches thousands of young people and cultivates in them an interest in the beauty of the living things around them. Thru his department of School Out of Doors, which is to begin in the January *Teachers Magazine*, he counsels the teachers. His ingenious manner of presentation has won hosts of enthusiastic friends for the cause to which he has devoted his life. His is a wholesome spirit which cannot fail to be productive of good in the world.

The teachers of the United States are indebted to Miss Anna Tolman Smith for several excellent educational monographs. Her latest contribution treats of the much-discussed new English education bill. This is the first bulletin issued by the Bureau of Education under the direction of Dr. Elmer E. Brown. It gives a lucid and comprehensive view of the law which has stirred Great Britain as no educational matter ever did before. Miss Smith has with skilful hands freed the main propositions from the mass of confusing details which encumbers them in the general text of the bill. They can now be grasped by American readers and considered as fundamental principles of organization. Miss Smith has rendered the further service of setting the bill in its historic perspective, so that the progress it marks in British national life is more clearly emphasized. The main clauses of the bill are projected by means of citations from the speeches of eminent political leaders in support and in opposition. The index added to the bulletin is a most helpful one, being interpretative as well as directive. Any one who desires to form a just opinion of the significance of the present trend of educational organization and control in Great Britain, should read Miss Smith's monograph.

Pensions in Pennsylvania.

Pennsylvania is being aroused to face squarely the problem of pensions for teachers. The State committee on annuities for teachers, under the chairmanship of Prof. C. H. Garwood, of Pittsburg, has sent out a letter asking the views of school officials on two proposed plans for bills to be introduced at the next meeting of the Legislature. One of these, known as the Scranton plan, places the granting of annuities in the hands of State officials, while the Pittsburg plan delegates to the local boards the authority to carry out the provisions of the bill.

The Scranton plan provides as follows:

Teachers who have taught in the public schools not less than thirty years, the last twenty of which shall have been in the public schools of the Commonwealth of Pennsylvania, may be retired upon an annuity equal to one-half the average annual salary during the five years immediately preceding the date of retirement. Before any teacher shall be entitled to an annuity under this act, it shall be necessary for the Boards of Education, Boards of Controllers, or Boards of Directors, by whom the said teacher has been employed, to certify, under the seal of said Boards, the length of time that such teacher has taught in the public schools of their respective districts. Said certificate shall be forwarded to the superintendent of public instruction, and thereupon such teacher shall be entitled to the aforesaid annuity. If any teacher retired under the provisions of this act shall be re-employed as a regular teacher by any school district, then such annuity shall cease, provided that after such annuity cease, the said annuity may be restored. All annuities provided for by this act shall be paid out of the State treasury, upon warrants properly drawn upon the State treasurer by the superintendent of Public Instruction; provided, that when the amount appropriated for teachers' annuities shall not be sufficient to pay the annuity in full due each teacher under this act, a *pro rata* share of the annuity shall be paid in the distribution of said appropriation.

The Pittsburg proposition provides:

The Boards of School Directors, Boards of School Comptrollers, and central Boards of Education, be authorized and empowered to appropriate moneys out of the general school funds to be applied to a teachers' retirement fund; provided, that the appropriation for said retirement fund shall not in any one year exceed five per cent. of the total amount paid in the previous year for the salaries of teachers in the school districts concerned; that any teacher, principal, or supervising official in the public schools of said districts shall be eligible to receive an annuity under this act, said annuity to be granted out of said teachers' retirement fund for such period of time and under such rules and regulations as shall be provided in said school districts by the officials having charge of such funds.

The teachers thruout the State are thoroly in earnest in the matter, and intend that the State law-makers shall act, and shall act in response to an educated public opinion. To this end every county, city, and borough superintendent is expected to appoint a committee of five to work with the superintendents in agitating this matter.

More Agitation for Pensions.

At the meeting of the Rhode Island Institute of Instruction, James B. McFadden, chairman of the committee on State Retirement Fund for Teachers, read a report which presented the plans in force in various States, and requested that the committee be allowed further time for studying the subject and for preparing a bill to be introduced in the Legislature.

In the discussion which followed the rendering of the report a number of the members expressed the feeling that the present was the time for action, and that the matter should be brought to a head without delay. Accordingly a resolution was adopted empowering the committee to confer with the committee on special legislation and, if a measure could be prepared upon which they could agree, to lay it before the Legislature immediately.

The following officers were elected for the ensuing year: President, Isaac O. Winslow, Providence; secretary, John F. Deering, Arctic; assistant secretary, Katherine E. Taft, Providence; treasurer, Reuben F. Randall, Providence; assistant treasurers, William O. Holden, Pawtucket, and Eleanor L. Freeman, Newport.

How Are You?

By S. P. PECKHAM, New York.

ıeard a school principal say towards the end of ıst that, at that time of year, she was haunted sensation of being in the current of a stream lly narrowing and rushing, with all force, rds a Niagara. Drawn on faster and faster, vould plunge on the day of the opening of her ›l, over, down, into the rapids, and there she d toss and whirl and strain for weeks, in a nell of experiences, until the Christmas holi- were reached, giving her a chance to catch :h. After that, it would be practicable, she d, to proceed rather more decently to the end e school year. She was of a very hopeful dis- ion.

ıe poor lady laughed, rueful that such was the ı. We do see principals and teachers at the of August who can not laugh over their cataract whirlpool prospect: they are too tired, too ehensive in looking ahead; the vacation has been a time of rest and gathering of strength. this wrong state of things had not been abso- y unavoidable—that they could have managed ently had they realized the necessity—they ı say; they had supposed that their vacation planned carefully enough. Carefully enough? n may teachers congratulate themselves that have practically, past forgetting, grasped the which is often enough stated to them, that profession "absorbs more vitality than any ·?" After how long experience can they be com- bly sure of planning right vacations? Cer- y, teachers, fallible, afraid of stagnation and lf-coddling, can not but learn slowly how to in condition for "the most responsible of all an undertakings."

ıe vacation of 1906 has passed; and whether a ıer comes back to work one of the tired or one e lusty, matters not so much after all, if he or intends to keep in training now and thru ear. Verily, those who come back the limpest, those may be the steadiest, clearest in head, buoyant, most useful, during the year, and finish far ahead in health and spirits. This isn't always to the strong-at-start. Pity, to see the young, big, splendid-looking girls hemselves in the course of fall and early winter, such scrapes of nervous inefficiency!—of ner- unfitness, trouble-making, imposition, and ı-doing, let us be disagreeable enough to say, › yet these teachers have nerves that permit ght.

srespectful? But until nervousness reaches ıtage that destroys vision and sense of justice, is more likely than the city teacher to recog- the truth of the picture. Even the above- ioned lady principal was expecting to do and ›mething of the sort. Of course, that is our life, "all blindly floundering on," unless one ›ne's face full against it, and can keep that up.

ıd what, more particularly, would that mean he woman teacher? It means that after tak- ›ains to realize fairly well what her work as a ıer should be, a woman will have to use her ıst strength of mind—whatever of conscience, non sense, will, determination under criti- —in the effort to keep health intact. This, ›d, is so far from an easy matter, at best, that is almost ashamed to use the words 'keep h intact' to a city teacher. But so much the should it be urged upon a teacher to look well r ways while she is mentally fit to do so—at tart.

ook carefully at all the claims pressing upon in your complicated life," wrote Miss Anna C. Brackett, in that little book "The Technique of Rest," so valuable for teachers, "and decide once and for all what it is that is the one really important and over-mastering duty in it, and should be the one dominating aim. Then remember that if you succeed in that, the others, so multifarious, are really no more than the fringe of the garment, and that you need not spend so much anxiety over them, provided that the one most important is faithfully attended to."

Music in the Schools.

Dr. Arthur Somervell, of England, thoroly believes in the educational value of school music. At the recent National Convention of Choirmasters, he made an eloquent address, full of interesting and helpful suggestions. The *Musical Herald's* report of it follows:

He said that school music was nearer to his heart almost than anything else. They often heard it said that the curriculum in the schools was over-burdened. People said that something must go. "There is one thing which must not go," he said, "and that is music."

"I believe that music should be used less as a subject and more as a vitalizing force." It was impossible to say too much for music, and it was impossible to overrate its value as an educative force. More music was wanted in the schools. By saying that it should be used more as a vitalizing force, he means that music must not be studied only during certain hours of the week, say for half an hour twice a week, or for twenty minutes three times a week. That was not the proper way of treating music. People could express their emotions thru music, and they might not desire to express those emotions say at half-past three o'clock on a particular Friday afternoon. He thought it should be used at various times thruout the day; it could be used between the lessons.

"After a lesson is finished," added Dr. Somervell, "a couple of verses of a song goes a very long way to prepare the mind of the student for the next lesson." To the teachers present that afternoon he suggested the adoption of singing during the sewing class.

He once noticed a sewing class were very silent, and when he asked if they ever sang, the teacher was shocked. But she tried the effect of a song, and he never saw a prettier sight. The effect was delightful when the girls sang and crooned the songs they had learned. Up to that time he had never found a school where there was singing during the sewing class, but upon his advice a great many schools had adopted it. When he went into the schools in the large cities of this country, and saw underfed and underclothed children, and knew that many of them came from homes where there was hardly anything but sheer blank ugliness, it made his heart ache, and he wondered what could be done for such poor people. "There is one thing we can do for them. We can give them more beauty in their lives."

Art in any of its forms was useful. In drawing, for instance, apparatus was required. But when a child was taught to sing he carried his center of happiness with him, and might become a center of happiness to those about him. "There are three things which we can give to our children to cultivate beauty," said Dr. Somervell, in conclusion. "The first is music, the second is music, and the third is music."

The Educational Use of an Art Museum.

By FREDRICK W. COBURN.

There is danger that internal dissensions in the management of the Boston Museum of Fine Arts may delay an excellent plan for making the collections of the institution more useful than they ever before have been to the public and private schools of Eastern Massachusetts. Last spring when it was announced that Matthew S. Prichard had resigned his position as bursar of the museum, and would henceforth be the salaried official of a "Committee on the Utilization of the Museum by Schools and Colleges," those familiar with the ambitious designs of a group of the officials at the treasure house in Copley Square, and acquainted with Mr. Prichard's energetic methods, knew that schemes for popular art education on a larger scale than ever undertaken before in an American city were likely to be started this fall. Just what would be done to interest the children of the eighth grade in Lynn in Rembrandts and Millets, or the Greek marbles of the museum, was still a matter of speculation. But the chief thing, evidently, had been accomplished. A forceful, original man had been found to take charge of the work.

This undertaking represents the culmination of a movement initiated five years ago by Miss Anna Boynton Thompson, of Thayer Academy, who had become convinced that teachers generally were not making the use they should of the immensely rich treasures of the museum of Fine Arts. A petition for instruction in connection with the museum collections, signed by a large number of teachers of history in Massachusetts and neighboring States, was tendered to the trustees of the museum in 1901. It met with a cordial response. A course of lectures was established. In 1904 the active aid of Simmons College for Women was secured and under its auspices more extensive courses than had before been given were offered to teachers on Saturday mornings. These were continued in the early months of 1905, and in the present year.

The outcome of this work was the formation last May of a "utilization committee," under the chairmanship of President Eliot. The other members are President Henry Lefavour, of Simmons College, vice-president; Mrs. Richard C. Cabot, Miss Frances R. Morse, Miss Anna D. Slocum, Prof. P. H. Hanus, J. Randolph Coolidge, Jr., Walter Sargent, and Prof. H. Langford Warren.

The announcement of this committee, issued early in the summer, stated that their aim is "to awaken an interest in art among the students of our schools and colleges, thru the agency of the collections of the museum. A sub-committee of five members, consisting of Mr. Walter Sargent, chairman, Mrs. Cabot, Miss Morse, Miss Slocum, and Professor Hanus, was appointed to carry out the work outlined. For the coming November the sub-committee has planned a course of introductory lectures by prominent authorities, primarily for teachers, but open to all who wish to attend. Mr. John La Farge has consented to speak on the consideration of Painting and the consideration of the Minor Arts, Mr. W. P. P. Longfellow, on Architecture, while Professor Warren and Mr. Sargent will give more general addresses."

The committee elected as their secretary Matthew S. Prichard, an Englishman, graduate of Oxford and former barrister of London, who, since 1903, has served the museum, first as assistant director and then as bursar. A trained archeologist, an enthusiastic supporter of the new school of museology, Mr. Prichard would seem to be the best man who could possibly be found to direct such an undertaking.

But now the internal disturbances which for more than a year past have raged in the museum, are reported to have broken out again, and Mr. Prichard is said by the newspapers to have followed the action of President Samuel D. Warren in resigning.

The story of this acute controversy which has grown up in the Boston institution between the advocates of the "esthetic museum" and those who cling to the orthodox "historical museum," is one of more than local interest, for similar discussions are pretty certain to arise sooner or later in every American city which has an art museum. The question is one that particularly concerns the educational uses of museums.

A little room, known as "the Japanese cabinet,' has recently been fitted up at the Museum of Fine Arts, in Boston. Plaster, woodwork, and floor have been tinted in accordance with a scheme of warm greys. In the center is a low broad seat, made comfortable with cushions covered with Japanese silk. Hanging on the walls or resting on a low bench which runs around the room, are a few of the choicest objects of the museum's immense collection of Japanese art—some paintings of various periods; some sculptures which have been selected because of their intrinsic excellence and their harmony with the surroundings. These objects are not huddled together. The visitor gets no impression that economy has exacted the utilization of every square inch of available wall space. Each work of art is adequately detached from every other. One sees just a few things among which it is a pleasure to linger.

The second gallery of paintings in the same museum is filled, as it has been as far back as my memory goes, with examples of early American art. From floor to ceiling (and the room must be twenty feet high), one sees nothing but a conglomeration of canvases of varying sizes and degrees of merit. Rarely is there more than an inch of space between the edges of the frames. All the pictures are of more or less interest to students of American history, but not one in five is worthy to be specially exhibited as a work of art. The spectator's physical comfort has not been studied; there is no chance to sit down. The average visitor in the gallery is certain after a few minutes to experience the deadly "museum weariness," which, as every teacher who has tried to entertain a class of children at a local art museum knows, stands in the way of the educational usefulness of most museums, certainly of all the art museums in our Eastern cities.

Now these two galleries represent, concretely, the two opposite schools of museum management. The Japanese cabinet typifies the so-called "esthetic" museum, the American gallery, the museum arranged to suit the ideas of the student of the history of art. The one theory favors exhibiting to the general public only a few of the choicest subjects, reserving all the others in a so-called "study series," where they will be readily accessible to all of the public who wish to get at them for purposes of study.

The exhibition series is to be arranged in accordance with established principles of tasteful decoration. (Indeed in one or two German museums the experts have already gone so far as to attempt the exhibition of a few fine works of a given period in a reconstructed *milieu* of that period). The objects of the study series, on the other hand, are to be arranged on shelves, in cabinets, closets, and portfolios placed in neat commodious rooms—exactly as the books of a library are arranged, with reference not to their being seen by everybody, but to their being accessible to everybody.

The ideal is a museum in which there is a main floor—which obviously should be the second or top

floor, with opportunities for top lighting as well as side lighting—devoted entirely to galleries in which the public will get the inspiration of seeing the best of the museum's treasures exhibited under truly "esthetic" conditions, and in which there is on the ground floor a series of study rooms where all the other possessions, including many which are of immense historical importance, but of less artistic significance, may be kept in the hands of trained curators and made immediately available.

The underlying idea of the historical museum needs no special exposition. All American museums, so far as I know, except for Mrs. Gardner's Italian palace, and two or three of the experimentally reconstructed galleries at the Boston Museum of Fine Arts, have been arranged primarily with a view to showing all their possessions in historical sequence. This plan has been enforced by the ideals of archeologists, of the compilers of manuals of the history of art, of the literary-minded generally, whose notion of art study has always been one of classification by schools and manners, rather than of appreciation of motives and effects. The ugliness of nearly all existing collections of beautiful works is the ground upon which the new school bases its claim that something different should be done.

The controversy that has been more or less acute in the Boston museum is said to have grown originally out of differences of opinion regarding the extent to which the newer theory may be applied to the planning of the new museum which is shortly to be relocated in the Fenway district. The situation has become complicated by personal animosities, and some persons who are unquestionably in sympathy with the esthetic theory have shown themselves hostile to the management which has been endeavoring to carry out that theory. Still, there is a party of reconciliation at work trying to bring together the supporters of the institution, and without doubt the new museum will exemplify thruout, as delightfully as the Japanese cabinet exemplifies it, the principle that the public visiting an art museum should come away with a feeling that they have been in a really beautiful place, and not in a great glorified junk shop.

Whether the work of the "utilization committee" will go on harmoniously in the midst of dissension is still to be seen. The museum has lost—if he really has resigned—an efficient and devoted president in the person of Mr. Warren. No doubt, however, the educational undertaking, so hopeful of results beneficial to the public school system, will not be allowed to languish.

Franco's Opinion.

By MATTIE GRIFFITH SATTERIE.

Everybody knows of the excitement which swept over New York's excitable East Side last summer, when the absurd report spread that, actuated by the Czar of Russia, Christians were cutting the throats of Russian-Jewish children. A physician in one of the common schools in the Jewish quarter had removed a growth from the throat of one of the pupils, and that was the basis of the trouble. The mother of the child had given her sanction to the operation; nevertheless the other children were panic stricken and carried home tales of horror which crazed the Jewish mothers. When we of the West Side schools read of and heard of all the panic and disorder that had reigned in the East Side schools, we were complacently sympathetic. I, for one, said, with a calmness born of perfect confidence, "How glad I am *our* children are *all* Italians. We need have no fear that *our* mothers will become so perfectly maddened. In fact," I added, with happy ease, "so great is their faith in *us*, they never question." Alas! I had counted without my host. Despite all, and many years of experience, I had yet to learn it is not race, creed, or color that is responsible where all are alike—ignorant. The second day of the panic in the Jewish quarter I found, on arriving at school, some half dozen pallid-faced, white-lipped women, standing in the doorway. To my friendly "Good morning," there was a sullen silence. Amazed at this lack of civility, because as a class, all Italian parents are lovingly polite, I asked innocently, "Is anything the matter?" This was the signal for a general shout. "You no cut my child's troat, eh, see, you no cut." Before I could turn my head or hardly draw a breath, the half-dozen group had grown to a crowd of fifty frantic women, screaming, shrieking, praying, tearing their hair, scratching their faces, behaving generally like maniacs. I deterously extricated myself from this raving group.

After I had placed my foot upon the school stairs, I turned an apprehensive glance behind me. There was good reason for that glance. Surging close to me were about seventy-five women, screaming, shouting, and wildly gesticulating. In vain I assured them their children were safe from "cutting" and all other evils; the frantic terror continued. By the time we had reached the top floor, many of the women were absolutely hoarse. It was before nine o'clock and the older children were happily chatting under the supervision of their teachers. The disgust upon these children's faces was droll, as well as pathetic. One woman who had proudly beheld seven boys pass thru our temple of learning, on their way to the grammar school, gazed now upon her eighth and youngest son. The boy's black eyes blazed with indignation as his mother shrieked, "Ma Franco, say Miss Sat no cut ma boy, I tell you no cut him," the last word rising in a wild crescendo. She threw herself upon the floor kicking and rolling.

The children were our salvation. On the lower floor, the little children had been carried out in the maternal arms, in spite of their protestations. The older children flatly refused to leave the building and forcibly refused all attempts of physical ejection. Finally, thanks to these children, the mothers were reluctantly persuaded to leave their offspring and the long-suffering teachers in peace. At one o'clock, plump little Franco presented himself at my desk and shyly informed me there was a letter in the box at the school door for me. "But," said he, "de postman didn't put it, it is my letter. I put it in, den it is *real*." The letter ran as follows:

DEAR MISS SATTERIE:

Please excuse my mother because she was not polite. When I got home I say to her, "You ought to be Franco and Franco *you*." She can't help it, she is Italian.

Your little boy, FRANCO,
Going on ten years old.

P. S.—Please excuse my mother because she is so dumb.

"Dumb," forsooth! when her screams were still echoing in my ears. The calm which succeeded the storm has, I am happy to say, continued.

It was late in the afternoon of this eventful day. I was slowly dragging myself home. Too weary to hurry my homeward steps, I paused for a moment on the corner of Grand Street. My eyes fell upon Franco standing near me. Encouraged by my tired smile, he hastened to my side. Lifting his little cap, he said, eagerly, "Miss Satterie, I know why all dese guys have so much foolishness."

"Well," I said. "Franco, do tell me why, dear."

He was quite breathless by this time and he hurried on, "You see, dey never goes to school in their own country, and if dey do dey never salutes de flag and sing de 'Star Spangled Banner,' and dat's why dey have all dis foolishness."

Sissies and Tomboys.

By EDWARD F. BIGELOW, Stamford, Conn.

[In *Teachers Magazine.*]

All truths are not whole truths, nor are all lies exempt from a basis of fact. Few laws, if any, are so general as to require no exceptions; even axioms are not self-evident in all cases. The biggest lies have thinkable or possible conditions, and the most imaginative novel ever written has a certain foundation in actual experience, altho idealized almost beyond recognition.

No human being has fallen so low as to be without all goodness; and tho there are many lovable and angelic men and women, every one, both literally and figuratively, must make changes in his apparel when he becomes so good that he feels his wings beginning to sprout. Dr. Jekyll and Mr. Hyde continue in business at the old stand. The partnership will never be dissolved; the most that can be hoped for is a struggle as to which shall be senior and controlling member.

The naturalist finds that all positives have a negative. The wisest of ants are the biggest fools—when you look for the foolishness; and the dullest "clod hopper" toad may have to his credit a lot of brilliant doings, even reasonings, and clever tricks.

* * * * *

I am not going to argue that we want our boys to be sissies, or our girls to be tomboys,—or to denounce the characteristics that often entitle them to those nicknames among their schoolmates. Sugar by the mouthful and acid by the glassful are not agreeable, but a little of both in a summer drink makes a pleasing combination. A boy wholly or predominatingly a sissy, or a girl a tomboy—would be unbearable and intolerable. But a real boy, or a really whole-souled girl is nicely flavored by a fair degree of sissiness, or tomboyishness. Or, perhaps it would be better put if I should say that they would be nicely flavored by the characteristics of healthy heartiness and loving gentleness, which sissy of the old-time vernacular maligned and misrepresented. Less and less frequently nowadays do we hear applied to girl or boy these derisive terms, and more and more do we see commended and encouraged under other phrases the qualities which our fathers and mothers denounced.

It is not much more than a decade since I heard it said of a young lady who was the first of her sex in town to get a bicycle and to ride it, "Oh, the immodest Miss ——." "She always was doing rash and bold things." "Nothing but a regular tomboy, anyway," and other derogatory remarks of a similar import. Such remarks applied to bicycle riding sound strange, indeed, at present, to those who do not, in 1906, live in spirit in the first part of last century. But it has not been more than two months since I heard similar remarks about an accomplished and beautiful lady who was wearing a divided skirt and riding astride of a horse.

But we are improving in this matter of the "tomboy." It is not long ago (and there are traces of it still lingering like vestiges of snow banks on the northern side of stone walls in late spring), when the standard of girlhood and young womanhood seemed to be pale eyes, pallid cheeks, mincing steps, and a "prunes and prisms" manner of speech. Hockey, golf, tennis, basket ball, and the "exhilarations of the road" in nature interests haven't yet got the upper hand in all aspects of young womanhood. In many a boarding school for young women, we still line them up two by two for the conventional sidewalk outing. Imagine that with a boys' school! It would not take a long search to find many a high school where the young women get all their communion with nature out of formalin and over the microtome, and the standard of ex lence is the neatness and primness of the note b

But all this you say is not the negative of t boyishness. No; neither is all flame of the s color. It depends upon what is burning. Bu is part and parcel of the same proper, rank and conventional spirit. Applied to various mater placed in different environments and the app ance is changed, that is all.

Nature study is dead if it doesn't fill the lu with pure air, the arteries with redder blood, the n cles with better fiber; if it does not quicken step, brighten the eye, and bring a certain spiri abandon, a happy-go-lucky, free and easy viva that the old folks maligned by calling "tomb In nature study, especially by the girls, bri eyes, rosy cheeks, and happy hearts are w more than stacks of note books and conventi walks on brick pavements.

Then, too, to the girl belong all the delights advantages of athleticism as well as to the I have a fellow feeling for that young lady i Pennsylvania normal school who insisted u becoming a member of the class in boxing— only one of her sex that did so in a class of fi And she was soon one of the first in skill. Perh she was called a tomboy, but I doubt if she ca for that, and the results are worth it. The trai will count for health and long life and happin and it counted, too, for a successful buffeting a big brother of one of the smaller troubles boys, who, a few months after her graduat came to the school that she was teaching interfered with the management. As soon as regained consciousness, and could pull him together, he went home, but he went there w more respect for her and for her sex, than he when he began to meddle with her discipline. was an argument for and from femininity that could understand. Some learn by seeing, otl by reading, more by thinking, and occasion certain forms of mental acquirements are l received and retained when pounded straight t the skull!

Not long ago, a gentleman formerly active prominent in business and in society, but n afflicted with an incurable nervous disease, invi me to ride with him in his carriage. He was la and imposing in appearance, he had a noble h and face, but was so nearly helpless that two atte ants were needed to help him from his house to vehicle. After he had with difficulty attained seat in the carriage, he made an impressive gest and said: "Let me preach you a sermon—w the text and the sermon in one sentence. W you preach it to your nature classes—in seas and out of season—wherever you go?"

I replied, "I have no doubt that you can gi them some good advice. What is it?"

"Just this—with good health, everything; wi bad health, nothing."

"But," I hear some one say, "that is just what am trying to get—good health. I employ the be physician in town."

No physician can keep or regain health for yo The physician is only one of many guides to natu the storehouse of health. The naturalist likewi guides you to nature. He believes that the livi plant is as healthful and much more agreeable th a decoction of its juices. Some things we take the stomach—other things, just as good, to hea and lungs. Old Mother Nature is hale and heart but with a certain roughness in her character. S coddles not her weakest, nor her strongest. Yo who would be her boon companion must meet h in a similar spirit. . You can't get her best when yo are in silk gowns or on velvet cushions. She wi

give you heartiness when you meet her heartily. Her best life, too, is essentially feminine. It is the pistillate portion not the staminate that endures the longest. And these are protected and can endure because they are rough, or tough, or prickly, or firm and hearty.

So, girl or woman, go to nature not for fragility, not for delicacy, but for hardiness and strength. Pick not merely the beautiful flower for a bouquet, but tramp the road, scale the wall, or climb the tree if necessary; push thru the tangle and find health of body as well as of mind. You may tear your clothes and scratch your skin, but your appetite will be good, and you will not need "after dinner" pills to assist your digestion. "With good health, everything; with bad health, nothing." Let our girls be a little more boyish, aye, even tomboyish, if you please,—but in the best sense. Do not, if you please, misinterpret or misunderstand me; do not decide that I want all girls to be hoydens, to be loud, and coarse, and unrefined; that I want the girl to swear when a briar tears her frock, or to call on any of the heathen gods when a chestnut burr pricks her finger. I want nothing of the kind. One of the most accomplished naturalists that I have known was a woman, gentle, kind, and good. Good? More than that; for a brutal husband pounded her body, and abandoned her to her own resources or to the coldness of charity, and when the beast was dying in a hospital alone, she cared for him like any other angel, and the man died with his head on her bosom, blessing her. And she was a nature student, and corresponded with Darwin, and wrote books, and made discoveries, and "liked bugs," and climbed fences, and was not afraid of a cow, and never shrieked when some one cried "Snake." Oh, no! I don't like hoydens, and I don't like girls that swear. I am trying to tell you what I do like. Please do not misinterpret or misunderstand.

* * * * *

What a fallacy it is to state that "words are signs of ideas." Frequently they are more than the ideas—they compel, drive, and even warp ideas. The original meaning of barbarian was merely a foreigner. Our "dunce" was but a follower of Dunsman, a famous schoolman who opposed so great prominence of classical studies in education. And now the word is a synonym for fool!

It seems probable that the word "sissy" originated in the days when it was thought necessary for the boy to live in a different world from that occupied by his sister. Men and women in those horrible days must never engage in the same pursuits, never think or act alike; the standard of conduct and propriety were vastly different for the man and for the woman. Nowadays, when women may engage in almost any business permissible to men, when both sexes enjoy the same outdoor pursuits, is it so very bad for a boy to have at least some resemblance to his sister? Shouldn't he have the same gentleness, refinement, and purity? May she not skate and ride a bicycle?

He should, of course, be whole-souled and clean-souled, hearty and genuine. But shouldn't the sister set him a commendable copy? If he can climb a fence by balancing himself on the top rail, and with a yell and a wriggle land on his feet in the next field, why shouldn't she, if she wants to do so and is dressed for it? If he "likes bugs and things," why shouldn't she? She will if she may be allowed. In brief, what I have maintained that the boy should be, that I think the girl should be. And isn't the reverse true? We have been too much dominated by "tomboy" and "Miss Nancy"; we have been frightened away from the truth, and driven back to threadbare notions by "tomboy" and "sissy." It has been said by some one that if you want to kill a good thing, give it a ridiculous nickname. We admit, I think, that the qualities our ancestors mistakingly tried to kill, should now be restored. Then why continue the nickname? Why not hasten on the restoration—name or no name?

A few months ago, from the high school in Calais, Maine, I took out a large party of young people in a nature study class. Nearly all were manly young men and womanly young women, and heartily enjoyed the afternoon, all in the same road, all climbing the same fences, listening to the same bird songs, watching the same squirrels, picking and examining the same flowers. But not all the pupils in that school thought it within the proper dignity of a manly boy to go on any pursuits in which the girls were engaged. There were two of the kind that brace up buildings on street corners and make tobacco spittle mosaics and splatter dashes of liquid filth on the pavement. Such manliness always strives to avoid sissiness by leering in the faces, and gazing at the ankles of the sisters who pass the corner or cross the street.

These particular youths openly avowed that they were "not going to be sissies and pick flowers," and they hied them away to congenial dirt. Their absence was not noticed by the principal till the party was well on the way along the road. Then he started to investigate and discovered the "manly" non-sissyites, in the horse sheds, vigorously taking in cigarette smoke, and volubly putting forth profanity and obscenity. This, it is true, may have been an extreme case. But the pitiful part was not so much in the conduct of these two particular boys, as it was in their example to many other boys who in the same or lesser degree may have a wrong conception of manliness. Strength in character, as well as in muscle, is admirable. But filth and ugliness, a narrow mind, and a stained soul are detestable. What teacher or parent but knows how much bravery it requires on the part of a boy to be what his own conscience tells him he should be in gentleness, truthfulness, and kindness; what he should be in purity, and in a love of the true and beautiful because he fears to be called "sissy," or "Miss Nancy."

Is there any reason why a boy should not pick flowers and give a bouquet to a boy? If the girls do so, why should he not, if he wants to do it? Any reason why he shouldn't see and exclaim over the beauties of a landscape as enthusiastically as a girl? Any reason why he shouldn't be as gentle as the girl should be and as free from cruelty or from a desire to be cruel? Any reason why he should be more addicted to disagreeable or dirty habits than the girl? Any reason why he shouldn't as much as the girls, have high ideals, and gentle manners?

Let teachers and parents strive to bring boys to be one hundred per cent. boys, and girls to be one hundred per cent. girls. Then for full measure, pressed down and running over, add to the boys twenty-five per cent. of girlishness, and to the girls twenty-five per cent. of boyishness. In either case the result will be a well-flavored and pleasing mixture.

Your mathematics, your grammar, and spelling may help to produce for boy or girl the one hundred per cent. It needs athletics, nature study, and other outdoor interests to add the finishing and the flavoring, or to drop in the superabundant twenty-five per cent. qualities.

"But, really, would you advise our girls to be tomboys and our boys to be sissies?"

See here! if you talk like that, you will see me rise up, and hear me speak words that are not in my new dictionary, or in yours either. Please do not misinterpret or misunderstand.

No, I would bury those nicknames, and dig up the good qualities they have long enough maligned, distorted, and misrepresented.

Seven Secrets of Success with English Classes.

By FLORENCE ELLIS SHELBY, Indian Territory.

Correlation.

There are cranks whose fad is correlation, and there are those who appear cranky all for want of correlation—not that we nor our pupils are the better off to have all the arithmetic problems for Washington's birthday computations on hatchets and cherries. It is very chic when wearing red dress and red hat to add red shoes, but red hair is not essential.

Even the virtues practised inordinately are soon distorted into vices; and likewise of correlation, all is wrong without it, but it has its limits. And it seems to me that the study of English from start to finish, if taken up wisely, must correlate with every other study in the curriculum.

Yet very commonly teachers do not so much as give their pupils a working idea of the correlation between the various branches of English itself (grammar, rhetoric, composition, and literature). I have gotten hold of many a composition pupil who had not the vaguest idea how to get help out of his Grammar—in short, had "finished" it and sold it or left it at home. A majority have just as little *practical* use for their Rhetoric, either in their own composing or in critical study of literature.

We must not look for perfection in this line; of course it does take some time for even the readiest pupil to feel himself into his English work—but perhaps we can help him toward it as suggested below.

(1) By frequent reviews and outlines. Lead the class to see the inter-relation of chapters—even in language, without fail in grammar and rhetoric. Too many teachers take up a new chapter as if it were indeed a new and independent subject just projected upon the earth; while the previous chapter is utterly lost sight of and goes out of the student's mind as completely as if it had never been. Don't let this be. We had better said above, *constant* reviews and outlines.

The teacher herself must really see the subject always in its entirety—strung together as symmetrically and inter-dependently as the human skeleton. We have such concrete evidence of the correlation of the skeleton that it is not difficult to keep it in the pupil's mind that the femur, spine, etc., etc., are but parts of the whole. Arithmetic, too, is all "figures," and spelling all "spelling," but apparently English is "a lot of things jumbled together."

However, a review need not mean a week off from regular advance work; nor outlines, a new note book begun enthusiastically and perhaps never completed. It isn't the outline he copies neatly into his note book (from teacher's), but the one he *thinks out* that does the pupil most good after all. And two minutes' concise, clear reviewing daily is worth more than—well, it does the work!

(2) By a broad-minded grasp of the entire subject. The pupil can not be expected to "think out" these outlines entirely independently; nor be left with the unmotherly, old-maidish, words-wasted direction to "spend five minutes every day in careful reviewing." It must be done under the immediate direction of the teacher. Know what your pupils know.

Pull the mind of the class together vigorously at the opening of the recitation and tell off on your fingers a very brief general outline of the whole subject. For instance, suppose it be grammar.

"Grammar is a study of English that teaches: (1) Parts of speech; (2) Their correct form, called parsing; (3) Their correct relationship, called syntax; (4) Correct rhyming and rhythm, or prosody."

This comprehensive outlining is helpful even tho they have only advanced a few chapters. It "sort of braces one up," to get into mind both what he is taking and what he is going to take and the connection of it all. For the same reason we study first a map of the hemispheres, next the grand divisions, and later the subdivisions.

Now suppose we are over to "tense" in our grammar. We will continue the above introductory review thus—"which of these main divisions of grammar have we completed?" Ans.—"The first: parts of speech." "How many parts of speech are there?" Ans.—"Nine." (By the way, these replies are supposed to come spontaneously and soon will.)

"Name the parts of speech." Now it may be desperately bad practice to count on your fingers in arithmetic (I don't know), but it helps in grammar—one part of speech to each finger, right around your two hands, with one to spare.

Perhaps you feel there isn't time to-day to stop for definitions; tho you might take time for just one from some pupil you feel pretty sure of catching. Then ask that same pupil for that same definition day after day till he begins it with a smile.

But to continue our supposed review—"which division of grammar are we upon now?" Ans.—"Parsing." "What have we already learned to parse?" Ans.—"Nouns and pronouns." "And now we are working on which part of speech?" Ans.—"Verbs." What does *parsing* a verb mean?' Ans.—"Parsing a verb is telling specifically (they may as well learn this big word to-day as to-morrow) where the form used in a given sentence is found in the conjugation."

"What points have we so far learned to notice when parsing a verb?" Ans.—"Voice, mode, and tense." This brings us up to the lesson for the day.

Of course such a review need not come every day, and the mode of reviewing should be varied frequently.

All boys and girls have a great aptitude for "playing school." Take advantage of this some day and send the class to the blackboards to play they are teachers about to explain "parsing of verbs" to their classes by an outline.

Hint. Be tactful in criticizing such efforts. The imitative pupils will promptly put up a fac-simile of your outline; their handwriting, too—due to the same imitative faculty—will appear to advantage. Now, other pupils who have not *visually memorized* your outline must really *think*. Likely they will not get thru on time; but please do take notice of even partial results. Thinking is a higher order of accomplishment than imitation, and too often a thoughtful pupil is left to appear dull.

However, these two little reviews are merely suggestive. Your own way is the best way for *you*—provided always you have grit enough to strive for your ideal. Yes, it takes a hero to be the best that is in one even; to say nothing about being perfect.

(3) Teach pupils to make the index chapters in the front of the text-book; a topical review for them-

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* The first article published under this same title in the SCHOOL JOURNAL of February 10, attracted such wide attention and was so highly commended that the editor requested Miss Shelby to expand certain parts of her plan more fully into practical detail.

selves in preparing for tests and examinations.

If you have been taking it for granted that they do this as a matter of course, ask your class, unexpectedly, to turn to chapter on demonstrative pronouns, for instance. I would wager that without exception they begin to turn the pages in search of it. Stop there, and insist upon their opening to index, and then turning at once to desired page. Explain that this is the proper way always; because many, many times they will want to look matters up in books not familiar to them. It is everything to handle indices intelligently.

An excellent plan of "studying up for tests" is to follow right down the index and see if you can define or explain each topic without referring to the text.

Also lead him by your own example to turn to the index when he wishes to look up a rule or definition.

(4) Your composition class will gain wonderfully if frequently you give them along with the lesson a list of topics. Next day they are to tell you where you would find information on each of these. Let them write down their list fully and explicitly (not saying simply "Encyclopedia"), giving chapter and pages of as many references as possible, including newspapers, magazines, and general literature. Your topics must be widely varied and not too difficult. They might be as follows: (1) Probable Presidential Candidates for 1908; (2) Earthquakes; (3) West Point; (4) Star Fish; (5) Alexander Hamilton.

Encourage their finding out what is in their own books at home, as well as in the school library; always cautioning to find out about a book by its preface and index (not by trying to "look thru it").

Every once in a while give out some subject and insist that every one see whether he has anything about it in home books or papers. Suggest their even examining "old dry-looking books." *They* may find some pleasant surprises and *you* may develop a student.

Call attention to the importance of the index in a book of essays, in order to know what subject matter the book really contains.

Again the aid of the Encyclopedia in learning names of authors who have written upon a given theme. What a boon it would be if a chapter in Rhetoric were devoted to "Construction and Use of Reference Books, Indices, and Catalogs."

Instead of an ordinary essay subject for one day, assign the cataloging of the school library (where it is a comparatively small miscellaneous one); or a catalog of books in the student's home—not forgetting medical works, receipt books, etc. Get titles and authors, and classify under general subjects.

All this work makes the subsequent study of literature so much more profitable and pleasant. It is the essence of education. Such a host of our boys and girls (and grown-up citizens), are totally ignorant how to get out of a book in a practical way the information they desire.

(5) Correlation of English with all the other branches:

(a) Some practical ways of calling the pupil's attention to "the use of studying grammar," etc.

(1) How every one is judged by the language he uses—"his English." In "Society" we are respected according to our grammar, not our history or arithmetic or Latin. How would you like to have your friends go about apologizing for you behind your back, saying—"Oh, he is really a very intelligent fellow, notwithstanding his miserable English." Indeed you may hide your poverty or your disposition, but not your speech. It was like enough true about the man who never opened his outh without getting his foot into it.

(2) In the business world the great army of stenographers are continually bringing themselves into disrepute for not knowing the laws of punctuation and paragraphing—to say nothing of letters of application, business correspondence, advertising, etc. So that whether you be idlers in society, or laborers in the business world, your grammar, rhetoric, and composition seem always in demand.

(b) Make extensive use of collateral topics in all grades of English work. These will be suggested by their daily work in other lessons. It is really an excellent method of reviewing the other branches and helps wonderfully to fix in mind facts that, perhaps, were not sufficiently dwelt upon in some other recitation, for lack of time.

This collateral use of topics from other lessons also shows most pointedly "the use of studying grammar." In a tactful, sweet way, lead them to see on every occasion that a knowledge of grammar and rhetoric is the foundation for every other line of study, and even our pleasure in general reading depends upon it. Our only means of entering into other men's minds, or of expressing our own, is thru our *English;* not only in school work, but thruout life.

Suggested Collateral Lessons.

Below are several hints for collateral lessons suited to different grades:

(1) Little stories about pictures in the Geography.

(2) List of geographical terms to be put into sentences (as equator, arid, fur-bearing, etc.)

(3) Put the words of a difficult spelling lesson into sentences yourself and assign them to diagram. Or cull words that were stumbled over, from Reader or History.

(4) Make a dictionary lesson of the spelling words, finding synonyms, derivation, and meanings. Then call for impromptu sentences during class hours.

(5) Little folk can make list of nouns or action words in the reading lesson.

(6) A list of arithmetical terms to be explained in three short sentences—preferably orally.

(7) An excellent drill in clearness and precision is the written analysis of problems—choose examples outside their own text-book.

(8) The physics class may, with twofold advantage, have assigned to them a variety of subjects from their text, either for essays or for outside research.

And just a word—a pupil gains quite as much in his knowledge of English by looking up a point and telling (well) what he finds, as by writing on same topic.

Thus, by planning far enough ahead, the teacher may make her English classes a constant assistant to her in drilling, reviewing, and that outside work always so much needed, but taking "too much time" from regular advance work. Indeed, a prudent correlation of all your work will lighten your labors; but don't, I beg you, sit up nights to make things *harmonize*—your own nerves will be so much out of harmony you won't appreciate the results after all.

The teacher who is himself a seeker after truth will be a daily inspiration to his pupils to strive for greater achievements. His enthusiasm will accomplish mighty things.

Think of Pestalozzi. His own education was very defective; he had failed in everything he had undertaken. Finally, when past the age of fifty, the inspiration seized him to become a teacher. He labored and searched with all his might, and soon the education of little children on two continents came under the sway of his ideas.

Problems of Administration in Public Education.

By NICHOLAS MURRAY BUTLER, LL.D., President of Columbia University.*

[Reprinted from the New York *Post*.]

To meet the cost and to control the policy of education have almost everywhere become, at least in large part, functions of Government. In a democracy a Government, to be truly representative, must work for the accomplishment of a people's highest ideals, and it must also reflect the public opinion of the State or nation whose Government it is. The more highly civilized men are, the more closely will these two aims harmonize.

Just here lies the first and chief problem of all educational administration. It must, to be genuinely efficient, seek the highest aims; to be representative and to gain support, it must reflect public opinion. To do both at once is not always easy; sometimes perhaps it is not even possible. It is plain, however, that within certain limits men wish and expect schools to do better for their children than they have been able to do for themselves. At intervals a parent is found who thinks—or at least, who says—that what was good enough for him ought to be good enough for his children; but he is an exception. In the vast majority of cases, parents wish the very best for their children, regardless of what their own experience may have been.

We Americans have not been generally considered an idealistic people; yet nowhere in the world has a truly spiritual view and interpretation of education been so influential as among us. For forty years every important leader of American educational thought has been expounding education as a phase of spiritual evolution, and to-day that philosophy is absolutely controlling, consciously or unconsciously, in tens of thousands of American school-rooms. It vitalizes the kindergartens and the elementary schools in every corner of the land. It reaches up into secondary schools and occasionally even into a college. It is the one true view, and upon it as a cornerstone educational administration must build.

A Conception of Education.

In my view, the first and chief problem of educational administration, whether of a school system or of a single institution, is to seize intelligent hold of the conception of education as a phase of spiritual evolution of the individual and of the race, and to labor earnestly and unceasingly for the support, the extension, and the effective working out of this conception. This conception of education will vitalize all administrative machinery. Without it, the administrative procedure becomes dull, routine, and sterile.

Let us fix our eyes for a moment upon our own State. It is truly an empire. Within its borders are gathered eight million human beings, coming themselves or thru ancestry, from every corner of the earth. All races, all tongues, all forms of religious and political belief, all sorts and kinds of industry and commerce are represented among them. The small farmer, living remote from telegraph or railroad, and the captain of industry or finance with his hand and eye on the markets and exchanges of the world, are alike on our rolls of citizenship. Guiding and controlling this composite body politic is a set of traditions, ideas, and ideals, which are recognized everywhere as American grown, in our case out of Dutch and English beginnings. Our body politic, huge and composite as it is, and various and complicated as are its interests, is a political unity and a political unit. It is a commonwealth, a State, with its share of American sovereignity.

This body politic, among other things, sets itself the task of educating its children. A system of educational administration is at once called into being; and it is only the administrator who understands these presuppositions, who can be trusted successfully to solve its problems.

New York's Educational System.

Our State has an educational system which is made up of three elements:

The first element is the schools, institutions, and undertakings of every form and type which are supported by public tax and which are immediately controlled by public officials.

The second element is the schools, institutions, and undertakings of every form and type which, while neither supported by public tax nor immediately controlled by public officials, are established and maintained by the State's authority and permission, granted either by specific legislative enactment or in pursuance of general provisions of law. Both these elements of the educational system are public in the full sense of the word. They represent the public judgment, and base their existence directly on public authority exercised thru government. The fact that one of these elements is tax-supported and the other not, that one is directly controlled by public officials and the other not, simply indicates that the State stands in a somewhat different relation to each, not that it stands in a definite relation to the one and has no relation to the other. In a civilized community a private university, for example, ought to be as unthinkable as a private legislature or a private court of appeals.

The third element in the educational system is, however, private. It includes the schools, institutions, and undertakings which are without specific governmental sanction or authority, but which exist because they are not forbidden. They fall within the sphere of liberty, not within the sphere of government, which two spheres added together make up the entire activity of the State. These are the private educational institutions and undertakings of our State; for while the State, thru its government, holds itself free to enter upon any part of the educational field, it puts no obstacles in the way of its citizens doing the same thing, whether as individuals or as groups.

Perhaps the remainder of the entire problem of educational administration in the State of New York may be summed up by saying that it is to secure the highest efficiency of all three of these elements in the educational system and the increasing co-operation.

Local Control Best.

When any exercise of the central authority is contemplated, however, the fact will always be borne in mind that local self-government is an element of prime importance in the institutions of our people. Those schools will flourish most vigorously and will exercise the widest influence, which respond to local needs and which are under local or neighborhood control. The wise central authority, therefore, seeks not to supplant local initiative and local control, but to develop, to strengthen, and when necessary, to supplement them. It

*Address delivered before the University Convocation at Albany, N. Y.

would doubtless be possible to secure a very desirable efficiency and a very desirable uniformity in the schools of the State by vigorous exercise of central authority, but these schools would cease in large measure to be truly public schools. They would cease to represent the best public opinion of their localities, and they would fail to enlist warm public sympathy and support. They would seem to be alien things grafted on to a community's life, and not the full and rich flower of that life. Sometimes it is necessary to bear with a temporary evil in order to secure a larger and permanent good. There are many short cuts to reform by exercise of autocratic power. Reforms autocratically effected do not, however, often last long. When the support of authority is withdrawn, the fabric erected by its aid falls to the ground.

The Financial Side.

A prime consideration in dealing with the efficiency of an educational system is the material factor, finance. Is a State, or a community, raising enough money for schools to provide buildings in sufficient number and of proper character, to secure adequate and properly prepared teachers, to maintain an effective system of supervision? All over this State, particularly in the urban communities, the expenditures for public education are very large; yet he would be a bold man who would say that our schools are in all respects well provided for. Even when the school buildings are sufficient in number and of proper character, the salaries of teachers are on a scale that suggests missionary work rather than professional service requiring careful preparation and long special training. Some day we Americans will have to face the question whether under existing systems of taxation and the distribution of taxes, communities, particularly the larger ones, can really afford to give their children the education which present-day standards suggest and demand. Few States can follow the example of New Jersey, which out of the surplus revenue received from franchises and corporation tax, is able to make allotments to counties and towns in aid of the schools. The readjustment which must surely come before there can be any really important increase in teachers' salaries generally, will, in my judgment, come more quickly if we fix our attention on a wider and better preparation for the work of teaching, rather than agitate for larger salaries, regardless of standards of professional preparation. To be worth more is the easiest way to get more. In every other branch of professional activity, more adequate preparation and demonstrated success are almost a guarantee of increased compensation. Why should teaching be a permanent exception to this rule?

Crimes and Who Commit Them.

[Editorial in the Brooklyn *Eagle*.]

Unsuspected by the rest of the world, Missouri has been acquiring one of the greatest of prisons. She maintains at Jefferson City the largest population of convicts to be found in America, the household numbering over 2,000, and about a thousand newcomers replacing or increasing the resident population every year. This does not mean that Missouri is a more wicked State than others; it means that she has but one prison. New York has a larger criminal class, but scatters it to Sing Sing, Auburn, Dannemora, Elmira, and Bedford. Missouri, too, differs from some other States in that it is still American, for while in the East it is the alien or his immediate descendant who commits most of the crime, it is the native born who offends Missouri most. The foreign population of that State is about seven per cent., and the percentage of aliens in her prisons only six.

The report made by Mr. Mosby, pardon attorney, concerning this institution, is of interest, because it supports the findings of penologists elsewhere as to criminal tendencies and seasons. The period of greatest criminality is from the ages of sixteen to twenty-three, and most of the prisoners of this age commit crimes of violence rather than of address; yet, curiously, crimes involving the sexual passions are small among these younger felons. As might be expected, there is low intelligence, as there is in the criminal class of all lands, for want of sense is what more commonly leads the perpetrator to offend. Yet, intemperance is less obvious as an excuse for sin than we are commonly asked to believe, one-half the number of those confined at Jefferson City being men and women of temperate lives. Marriage is the salvation of many, for two-thirds of all the felons are bachelors and maids, while city living is an incentive to crime, altho we are to bear in mind the lax enforcement of law in the country.

It is somewhat surprising to discover that over seventy per cent. of the convicts in Missouri profess religion, the criminal tendencies overcoming the moral tendency in these instances. Nearly all the creeds, except those known as Liberal, are represented, but the prison population of Jews is very small, whereas, in this State the lower class of Russian Hebrews is addicted to the picking of pockets, petty thievery, and living on the earnings of fallen women. Catholics, too, rank only third among the offenders, Baptists and Methodists preceding them, while the highly socialized Dunkards are fewest among the prison occupants.

To be sure, it is not supposed that many of those who profess religion have much more intimate relations with it than mere profession; hence, Mr. Mosby's belief that religion does act as a deterrent to crime is valid. Education serves the wholly vicious man in his perpetrations and escapes, whereas religion restrains him from evil, and if he were to live according to its precepts, would make him immune to it. The well-educated man seldom goes wrong, it is true, but the deeply religious man never does. And it is a question if our mental unrest, which involves religious doubt, or downright infidelity, is not destined to mark itself in history by its association with crime till such time as ethics can be substituted as a basis for conduct which creed no longer supplies. And if we are to consciously adopt ethics into the common life, it should be taught precisely as religion has been taught in the Church, and as letters have been taught in the school.

Universal education is not the panacea that those who prescribe it hope it may be. The human subject requires moral guidance; he requires to contemplate high conduct; he requires instruction in altruism, if only from motives ultimately selfish, as involving personal safety thru the general welfare. If the temporal power of religion cannot be restored, if the fine ideals of life which it encouraged are become impossible in an age of politics, democracy, and trade, then its moral essence or counterpart must be created, and men who resign hopes of a future life must be drawn to a decent life on earth, for their own sakes, no less than for the sake of the world.

Teaching is capable of developing the best that is in us. The noblest and most lovable men and women the world has been blest with have been the teachers of the race, who taught mankind by word and act and example.

The Personal Responsibility of the Pupil. II.

By SUPT. W. H. SMALL, Providence, R. I.

There are three things that we may teach:
Personal responsibility of time,
Personal responsibility of work,
Personal responsibility of property.

First—Responsibility of Time.

The time includes attendance and punctuality. Apply to the no-school signal. No other business in the world is closed because of weather. This is done only in places where conditions are most favorable for attendance, where there are fire signals and steam whistles; but where there are paved roads, sidewalks, electric cars, parents and pupil rest on the school authorities to decide whether he should go to school or not.

Teach pupils how to study. In assignment of lessons expect pupils to know when the lesson may be expected and let them find their own time.

Second—Responsibility of Work.

Childhood is an irresponsible period. The hungry boy clamoring for a piece of bread has no thought of wheat fields and mills and hard labor. He cries for bread and gets it. But at what age should this irresponsibility cease and the bread eater become a bread winner, not in its literal, but in a figurative sense? In other words, when shall his responsibility begin, in what way and to what extent? It should begin early in life at home. He should be taught to care for his own things, to pick up his playthings.

The olden time pupils were producers, the present day pupils are largely consumers; responsibility rests with the producer. There is need that the modern student be made a producer.

One of the great values of manual training lies in the fixing of responsibility, definite tasks definitely performed, visible to the eye; the work of no one else. Responsibility is felt when results can be measured. If we can teach the boys and girls to do things, the joy of doing will nurture responsibility. Set tasks, definite things to be done at a definite time, are lost in the substitution of the teacher for the text-book. We must get back to a definite use of texts and reference books. Differentiate between what is only of minor importance and that which is really worth while; responsibility is vastly different in the two cases. Teach the pupils this difference.

Healthy personal pride can often be appealed to; enforcement of well-defined tasks must not be omitted. The elimination of the teacher from the child's life for at least one-half the daily school period must be arranged. Instead of pouring in facts, state where they may be found and require him to get them. Is he thirsting? Show him the well, but let him draw his own water. Responsibility is often created by circumstances. As far as possible school tasks and conditions should create the circumstances, the rest will follow. Too often the college boy in his freshman year wakes up too late for his own good to discover that instructors and professors are not following him up in his work. He is not being prodded and cautioned and warned as in his high school work, that he is so many points behind, etc. The public school should make pupils and parents understand that in their later years the pupil should be held responsible for the quality of his work, not the teacher. She should ever be ready to advise, assist, etc., but should not carry the load alone. The demands we make for promotions in the grades have something to do with the teacher's point of view, and we, too; are compelled to this view because of finances, competition with other school systems. I am afraid it all tends to show the pupil that some one will be willing to care for him, and he naturally shirks his part of the responsibility.

To what extent we can fix this responsibility on the pupil is of delicate determination because of the attitude of the parents. In demands for promotion the teacher for self-preservation does too much of the work. The pupil knows this and leans on the teacher whenever the lines of resistance seem to grow at all hard. The parents know this, and in case of non-promotion visit on the teacher not only her own sins, but the sins of the pupil, and too often of the home itself. Failure on the part of the pupil is too often charged to the teacher, and she is made uncomfortable. The superintendent places responsibility on the principal, the principal should place freedom and responsibility on the teacher, the teacher on the pupil. Schools should throw responsibility on the pupils capable of assuming it and devote more energy to those which constitute the by-products of the school system. The public school should not partake too much of the fowl-stuffing manner, where each is brought up to the machine and forced to swallow his portion of the daily food in order that he may be ready for the Christmas killing. In the upper grades topical work with a variety of texts for consultation will do much towards giving and fixing responsibility.

Third—Responsibility of Property.

The tendency of the home is to shift responsibility on the school. Lunches at thirteen centimes, two and one-half cents, were furnished by Paris for the poorer children. The expense grew so enormously that a commission investigated. It was found that free lunches were being accepted by numbers quite able to pay. It was found also that free meals were not most freely given in the poorest wards of the city. The richest ward in 1905 returned 1,165 of its 1,732 children in the elementary schools as "indigents," thus making them claimants for free meals at the expense of the municipality.

The most serious finding, however, was that the system of free meals was seriously "lowering the standard of parental responsibility" in providing for the child in the home. In other words, parents were being pauperized, as well as the children, by food being furnished the pupils at the public expense. The commission reported that numbers of families had come to consider that they had a right to the free meal system for their children. The children lost all sense of shyness in reporting their needs, and the "family spirit" all around was being gradually undermined.

Free text-books and supplies have equally tended to destroy responsibility. The pupil who puts some of his personal earnings into his school equipment has a personal interest in his property. One of the weaknesses of the free texts and supplies is the destruction of this responsibility in school property. That which costs nothing is usually rated accordingly. Habits are formed which work badly when as an employe he must care for the property of his employer. We must direct the work where it will be the most effective.

We have been aiding too much those capable of assuming responsibility. We should be more concerned with the ten or twelve per cent. who cannot. These need our aid. Time taken for them will increase the average efficiency and give time for the better pupils to develop their own personal responsibility.

Responsibility often grows in proportion to the conditions. The rule of inverse ratio seems sometimes to produce great strength in some one member of an otherwise helpless family; sickness, misfortune, is the spur. So I often think that the success of the old-time school in its development of responsibility resulted from its weakness, its weakness in teaching, of organization, of equipment.

The assumption of responsibility is a matter of temperament and of habit. Some people never assume responsibility, by nature they are clinging, physically, mentally, morally. Some by nature readily assume leadership. These two classes do not need our attention. The great middle class, who can be trained to good habits, whose temperament is normal, is our harvest field. Certain fundamental principles need to be laid down.

First—Responsibility is leadership.

Second—It depends on temperament or habit.

Third—Temperament produces the born leaders, modified by circumstances.

Fourth—Habit is the result of training. This is the work of the home and school.

In training for responsibility certain elements of character need development. These include decision, promptitude, steadfastness. Responsibility is resourcefulness. The period of the nurse should not be prolonged too long. The old-time boy was like an eight-day clock, which ran well after the first winding; the present boy is a Waterbury watch, the winding process is longer than the running. The average pupil gets one thousand days at school, as compared with two hundred days one hundred years ago.

Physical health has much to do with the assumption of responsibility. Compare the sturdy, country, out-door life in the fresh air, cold chamber, with the hothouse growth of to-day, and the contrast will speak for itself. Home condition, of food, light, sleeping conditions, amusements, even the atmosphere of the home, scolding, enter into this malnutrition.

We teach responsibility to government by the school flag, the salute, and pledging. Do we teach satisfactorily personal responsibility? To what extent have marks and promotions taken the breath of life out of the school and made it impossible to know the life, the boy and girl, the budding man and woman, to whom responsibility may be taught?

Teach the lives of men who have gained distinction, not simply money, by hard work and assumption of responsibility. The days of hero worship and hero influence are not yet dead. Thru hero worship the child may be taught that great responsibilities are attained only thru preparation. The ability to grasp opportunity is not a matter of chance, but of growth, and opportunity knocks at the door but once. We must teach them that only by being responsible for their present tasks will they be able to seize opportunity when she knocks.

One has said that every one desires the things that are withheld and that the way to make a family live is to confront it with hardships and persecutions. The hardships develop the powers and the withholding of opportunity makes opportunity highly prized.

It is the country boy spending his youth where the food is limited and dreaming of wonder worlds to conquer, who rises to the top in the city. The city is to him not a place for amusement, but a place for work; and he concentrates his mind on his business when he secures employment in town, while his city bred competitor too often dissipates his energies by the amusements that are at hand for the distraction of the indifferent as well as for the relaxation of the industrious.

The surest way to make a boy prize things is to deny them to him until he has earned them. Circumstances train men by denying to them various privileges till they wrest them from an unwilling fate. We may then with the home or in opposition to it, try to teach the pupil personal responsibility in time, in attitude, and in study.

Coming Meetings.

November 8-10.—The Eleventh Annual Convention of the Southeastern Minnesota Educational Association will be held at Winona, Minn.

November 9-10.—Central Ohio Teachers' Association will hold meeting in Indianapolis.

November 9-10.—New Jersey Council of Education, at Jersey City.

November 9-10.—The Central Ohio Teachers' Association will be held in Indianapolis, Marion County, Ind.

November 12-14.—County Institute meeting at Central Point, Ore.

November 13.—Biennial Convention of County Superintendents will be held in San Diego.

November 14-16.—County Institute meeting at Grants Pass, Ore.

November 26-28.—State Association meeting at Portland, Ore.

November 26-28.—State Association meeting at Pendleton, Ore.

November 27-30.—Educational Conference at Richmond, Va. Conference will include meetings of Division Superintendents, Co-operation Educational Association, State Teachers' Association.

Thanksgiving Week. The Eastern Ohio Association usually meets on Friday and Saturday of Thanksgiving week.

November 30-December 2.—The Social Education Congress, at Boston. Frank Waldo, Corresponding Secretary, Room 16, Rogers Building, Boston, Mass.

December.—Northwestern Nebraska Educational Association. For date and place of meeting write Supt. D. W. Hayes, Alliance.

December 1-3.—Southeastern Minnesota Educational Association meets at Winona. W. F. Kunze, president.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26, 27, 28.—New Jersey State Teachers' Association, at Atlantic City.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

Holiday Week, 1906.—State Teachers' Association, Syracuse, N. Y.

Holiday Week, 1906.—Associated Academic Principals, Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.

December—during holiday week.—Washington Educational Association will be held in Bellingham, Wash.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis

December 27-29.—State Teachers' Association will meet at Milwaukee. Lectures will be held in the evening of the first and second days of the meeting.

December 27-29.—Southern Educational Association will meet at Montgomery, Ala.

December 27, 28, 29.—Idaho State Teachers' Association will meet at Boise.

A unique feature of the programs of Japanese schools is instruction in etiquette. Here is a suggestion worth considering. Polite conduct and usages might advantageously be taught in the grades and in the high school.

Games of the Children.

By PROF. JOHN M. TYLER, of Amherst College, Massachusetts.

[Abstract of Address before Maine State Teachers' Association.]

Professor Tyler took up the games enjoyed by children in his Twentieth Century Club lecture, continuing his course on the "Laws of Growth and Development as Affecting Education." He found much of interest in the subject, and his views were greeted with manifest sympathy on the part of his audience, many of whom were evidently teachers. He said in part:

The period from six to ten or later is predominantly a motor period. It should be used to store up material for the pubertal metamorphosis. The intellectual powers are small; the logical, undeveloped. The child's interests are all in the line of action, motion, play. Our question is: Should not play form a regular and recognized part of the course, with assigned hours, just as much as language or any other study?

Says Dr. Gulick of the movements of the infant: "They are fundamental ones, which become reflex during later life. So running, jumping, handling, and the general use of the body. They are now becoming reflex, can still be modified and correct habits formed. When they can be well performed unconsciously, mind and nerve force can be set free for higher achievements." Principal Burke emphasizes the use of the heavy muscles of the legs by kindergarten children in their spontaneous plays. Running and kicking are favorite exercises. All this training in movement and action, as well as in perception, is the best possible education for the period.

We have all noticed that children's plays change as they grow older. Dr. Gulick tells us that the plays of children under seven or eight are non-competitive and non-co-operative. Kindergarten children play side by side in pairs, rarely spontaneously in groups. They are gregarious rather than social. The plays between the ages of seven and twelve are social, co-operative, and competitive games, but each child usually plays for himself. After twelve group games with opposing sides are more popular, and finally tend to crowd out all others.

We are interested in the co-operative and competitive plays between seven and twelve. Tag, hide-and-seek, and other running games are earliest. Throwing games soon follow. It is a period of "stumps" and challenges. What and how great is the educational value of these games?

1. Hygienic value. These running and throwing games involve the use of the heavy muscles. They exercise the largest possible amount of muscular tissue with the smallest expenditure of nervous energy. In drawing, writing, and generally in the use of the finer muscles, the reverse is true. The use of these heavy muscles stimulates heart, lungs, and all the vital organs, and thus promotes growth and the health of the whole body. If one organ, *e. g.*, the heart, is weak or small, this organ has to work the hardest, to meet the requirements. It receives the most exercise in the least time. Hence it is stimulated to grow the fastest, and to become as strong as the rest. There is little danger of overstrain, for when the weakest part has had exercise enough the child tires and drops out of the game. He can do this easily, for there are usually no fixed sides. Soon all tire and rest, or a new game is started exercising new muscles and nerve centers This growth and equalization of parts is the essential part of education at this time. Furthermore, in children's games periods of vigorous activity alternate frequently with periods of rest. There is very little half-hearted dawdling.

2. Play furnishes the very best mental training. Watch even a game of tag. The sense organs are all alert. The attention is focused on one point. This is one of the very best means of training the will, for close attention to any subject is the best form of will power. The child must size up the situation, and grasp the opportunity instantly and once for all. He cannot stand shivering on the brink of action, as the adult frequently does.

3. The kindergarten child is gregarious, but hardly social. The child in the primary and intermediate grades is learning to get on with his fellows. This is no easy problem, especially in these days of small families. But it must be solved. There is no more pitiable object than the boy trained under tutors or in small private classes, when thrown among men in college or in the academy. He is often handicapped thru life by the loss of this early training. At no period is there so much friction and squabbling, never so many accusations of meanness and unfair play as at this age. It is what we must expect, and proves the need of the training. Now the child takes his first lessons in the art of forming many friendships, the greatest art or science in the world. These are made on the playground far more than at the desk. It is the "twa" who "paddled in the burn" and "wandered o'er the brae" together who formed the friendship which weary wanderings and wide seas could not break, and of which Burns sings.

4. The conception of fair and unfair play is almost the first real and spontaneous moral distinction which the child makes. He is still very hazy in his ideas of rights of property, and is anything but clear in his theories as to the necessity of truthfulness. But he is sure that the boy who cheats is mean and low, which is his description of depravity. This germ of morality has great vitality and possibilities, if it is fostered. But if we neglect or despise it, or attempt to replace it by our own system of ethics, the last state of the child will be worse than the first. Fair play is at this age more important than even grace of deportment. Grace will follow strength.

5. Play is the best form and kind of physical training, because it gives the most enjoyment. The chat and social pleasures accompanying a good dinner increase our powers of digestion. The enjoyments of a lesson or study fixes it in our minds, as well as inspires to further effort. So joy in exercise increases growth as really as sunlight does. The work from which the play element is absent can be never of the highest order. Art, like play is activity for its own sake. There is one word which is higher and larger than duty, it is opportunity; and opportunities must be enjoyed. We need to dignify play by our approval. The girl especially needs to form such fixed habits of play as a mode of physical exercise that she will not outgrow them when she lengthens her skirts.

The introduction of out-door work in our industrial and truant schools has not diminished the acquisition of knowledge, it has rather increased it. The children are more industrious, amenable, and contented. Much of the book-work might well be postponed a year, and then done with far less time and effort, and with far greater interest, enjoyment, and success. Indeed, it seems as if now certain studies were begun so early that they arouse a positive aversion in the child's mind.

Under the present system the child necessarily forms those bad habits of study, or rather of dawdling over his books, of which we hear complaint in all grades. While at school he must be kept still, or there will be anarchy and disorder. We should

not, and cannot, at this age, exercise his mental powers more than during the time spent in class work. This gives him more than enough. He returns to his desk for book-work. Every muscle in his body is tingling and twitching for exercise. But he must sit still. The problem which he has to solve is really this: How to forget his discomfort, and remain quiet and pretend to look at his book and not to do any mental work. I can conceive of no better method of insuring that the child shall form habits of dawdling and calling it study. After two or three years of such practice genuine study becomes almost or quite impossible.

Said shrewd old John Locke: "Their book or anything we would have them learn should not be enjoined them as business. This their parents, tutors, and teachers are apt to forget; and their impatience to have them busied in what is fit for them to do suffers them not to deceive them into it. Does your son play at top and scourge too much? If he be so ordered every day to whip his top so long as to make him sufficiently weary, do you not think he will apply himself with eagerness to his book, and wish for it, if you promise it him as a reward of having whipped his top lustily, quite out all the time that is set for him? By this art it is their governor's choice whether Scotch-hopper shall reward their dancing, or dancing their Scoth-hoppers; whether peg-top or read; playing at trap or studying their globes, shall be more acceptable or pleasing to them." If play is always a privilege and reward, and study always a required duty, can we wonder that the child learns to look upon study as an unnecessary evil? Finally, no slight advantage of this change would be that the teacher would have to spend a certain amount of time every day in the open air of the playroom.

The length and frequency of these play periods must be determined by experiment. The best results require that the play should be at fixed times, alternating with the class-work. The same results cannot be gained by dismissing the children a half-hour earlier, and having them scatter to their homes. School-gardens may be equally useful. Manual training and gymnastics have their place and are needed, but seem somewhat better suited to a little later age. But play has its own place apart from or in addition to these. The vital point is that at this age the emphasis should be placed on physical rather than on mental exercise and training.

In selecting a school reader be sure to pay more regard to the literary quality of its contents than to the illustrations.

The State's resources are developed by education. Every educated individual is an addition to the wealth of the State.

The strong eat well, sleep well, look well. The weak don't. Hood's Sarsaparilla makes the weak strong.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, $2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE ($1.00 a year) and EDUCATIONAL FOUNDATIONS ($1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, $1.25 a year. A large list of teachers' books and aids is published and kept in stock.

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THE SCHOOL JOURNAL is entered as second-class matter at the Elizabeth N. J., post office.

Notes of New Books.

The reason that so many students are not interested in chemistry is that from the first they have not understood what they were studying, or what connection chemistry had with the world around them. The fault often lies not with the teacher, but in the text-book to which the class is referred in preparing either for recitation or lecture. The books are usually correct, admirably so, but this correctness is expressed in such technical language that the pupil receives nothing more than a fine lesson in the spelling of scientific words, and comes to the class-room either indifferent to the subject or prejudiced against it. It is in point of clearness and simplicity of style and language that Dr. William McPherson and Dr. William E. Henderson, both of the Ohio State University, have aimed, in the revised edition of their ELEMENTARY STUDY OF CHEMISTRY.

Interest is aroused and maintained by a series of notes scattered thru the text, that tell of the various commercial uses to which the different chemicals are put, and describing the process used in the manufacture of glass, coal gas, matches, etc. The text-book will be a great aid to all teachers who wish to teach their classes something more than a few chemical formulae which will be forgotten as soon as the final examination is passed. (Ginn & Co., New York.)

THANKSGIVING ENTERTAINMENT FOR PRIMARY GRADES is the title of a well-made little book which, as the name implies, furnishes suggestions and material for an appropriate observance of our national day of remembrance. The entertainments are simple, and are well suited to interest the children in the work of preparation and final rendering. The numbers in this little volume are results of the actual experience of teachers in preparing exercises which have proved interesting to both the pupils and their parents. It is one of the SCHOOL ENTERTAINMENT SERIES. (A. S. Barnes & Co., 11-15 East Twenty-fourth Street, New York. Price, 15 cents.)

C. S. Griffin, editor of *Our Times*, has taken Washington Irving's LEGEND OF SLEEPY HOLLOW, and from it has made a charming little play for boys and girls in school or elsewhere. There are two scenes. The first shows Ichabod in his school, dressed in a long, ill-fitting coat, flourishing a birch switch with which he occasionally "touches up" the scholars. The school's singing lesson affords an opportunity for introducing a little song. This is followed by the primer class, whose recitation is taken from the NEW ENGLAND PRIMER. The scene closes with the dismissal of school, and Ichabod's preparations for the "quilting frolic" at Mynheer Van Tassel's.

The second act is at the Van Tassel house, and introduces a quaint, square dance, Katrina Van Tassel's rejection of Ichabod's absurd proposal, and Brom Bones' recital of his impersonation of the "headless horseman." Directions are given for the preparation of such simple costumes and stage-settings as are necessary. (A. S. Barnes & Co., 11-15 East Twenty-fourth Street, New York City. Price, 15 cents.)

"There are three set of slaves," said Frances E. Willard, "that we women are working to emancipate. They are white slaves, that is, degraded women; wage slaves, that is, the working classes; and whisky slaves, that is, the product furnished by brewers and distillers." To the freeing of these slaves she gave her life with an untiring energy and an unwavering devotion. As a memorial of a life so generously given to humanity, Miss Jane A. Stewart, well known to our readers as a contributor to THE SCHOOL JOURNAL, has observed each anniversary of her death by contributing to one periodical or another an article on some phase of Miss Willard's character and work. These articles are now gathered into a slender little volume, together with programs for "Frances Willard" exercises for schools and societies, under the title of THE FRANCES WILLARD BOOK. The introduction is furnished by a great friend and admirer of Miss Willard, Lady Henry Somerset. (The Current Syndicate Co., Philadelphia.)

From the very beginning MAX FARGUS, by Owen Johnson, is of absorbing interest. It is a combat of intellects, that of a clever and desperate woman against that of a lawyer to whom all the shyster methods of the profession are known and which he does not scruple to use generously to further his own ends. Both are fighting for the fortune of Max Fargus, a misanthrope and miser who late in life becomes fascinated with a third-rate actress whom he has met by chance and who keeps him in ignorance of her real position and abject poverty by a clever ruse, and with the aid of the lawyer, Fargus is duped into marrying her. Maddened by the discovery of the plot against him, he conceives a hatred of the woman as deep and violent as had been his love, and he plans a revenge which takes seven years for its final consummation. The conspirators are completely crushed just at the moment when the fortune for which they had staked all seemed to be within their grasp. (Baker & Taylor Co. $1.50.)

The Educational Outlook.

There is a shortage of teachers in the various school districts in Eastern Washington, some of the counties having places for as many as thirty competent teachers. This shortage also appears in Northern Idaho and Eastern Oregon, where new school-houses are being opened.

The high school at Rosalia, which ranks as one of the finest school structures in Eastern Washington, has been opened with a large enrollment. The teaching force is limited, but will be enlarged as soon as teachers can be obtained by H. N. Showalter, county superintendent. E. A. Bryan, president of the State College, was one of the speakers. The structure cost $25,000.

Baltimore Expense Estimates.

Supt. James H. Van Sickle, of Baltimore, Md., has explained the increase of $92,500 in the appropriation for salaries which the School Board has requested for next year. Of the total the sum of $41,950 is for new teachers, as follows: Ten high school teachers, $10,700; two training-school teachers, $2,200; forty elementary school teachers, $15,840; emergency substitutes, $10,000; one assistant superintendent, $2,400; ungraded classes, $810. Of the remaining $50,550 about $6,500 is for the Baltimore Polytechnic Institute, $600 is for an increase in the salary of President Soper, of the City College, $1,248 for sewing teachers, and the remainder for carrying out the elementary teachers' salary schedule adopted by the Board last December. In the report filed by the School Board with Mayor Temanus and the Board of Estimate occurs the following statement:

"The importance of recognizing, by the small salary advances provided by our rules, the splendid spirit of improvement shown by our teachers cannot be over-emphasized. Nearly one hundred of them have attended summer schools during the last year, and now that the opportunity for promotion is open to all grade teachers on even terms, many are taking normal extension courses and otherwise increasing the value of their services to the schools."

EDITORIAL FOR TEACHERS.

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The Child's Imagination. It Means the Development of the Greatest Force in the World. Imagination Is the Eye of the Soul Through Which the Wonders of the Past Are Seen and the More Wonderful Future Foreshadowed.

FATHERS and mothers have been urged by this newspaper many times to encourage and develop the imagination of their children.

Today we talk to the SCHOOL TEACHERS of the nation about to resume the sacred task which this republic places upon them.

There is no class of citizens more deserving of universal thanks, admiration and gratitude than the school teachers.

And any suggestion made to teachers should always be prefaced by sincere thanks for good work, great patience, tireless devotion.

• • • •

Teachers, everything that the nation is to be depends upon YOUR work.

When we pass a fine orchard, we cannot fail to think kindly and reverently of the man who PLANTED the trees.

You school teachers are planting the trees of the future. Every man of value to humanity in the next generation will owe inspiration to some one of you.

You are the planters of ideas, you train the mind, you encourage the childish, hesitating intellect, AND THE CREDIT FOR THE RIPE FRUIT WILL BE YOURS.

• • • •

Above all things ENCOURAGE THE IMAGINATION OF THE BOY AND THE GIRL.

Remember that as the public school represents the essential element of republican government, so you are the custodians of freedom in the next generation and the POLITICAL teachers of the child above all.

Teach the child TO THINK BROADLY. TEACH HIM THE PART THAT THIS COUNTRY PLAYS AND THAT IT SHOULD PLAY AMONG THE NATIONS OF THE WORLD.

Make him understand how much depends upon moral courage in the citizen. Teach him what moral courage IS, teach him to love it by making him acquainted with the great men whose chief possession it has been.

Remember that mere spelling and ciphering ARE THE LEAST PART OF THE KNOWLEDGE THAT YOU GIVE TO THE CHILDREN.

The important study for human beings is HUMANITY ITSELF.

Concentrate your own minds, teachers, upon the greatness of human possibilities, upon the wonderful future of this race, and then communicate to your children the enthusiasm of your own spirits.

Teach the boys and girls—even the youngest—the great simple truths of God's wonderful power as shown in this universe. Teach them the place of their earth in the great fleet of smiling suns and planets.

Lift their minds as high as the great scheme of cosmic creation, and their aspirations will equal those of humanity's great sons and daughters.

• • •

Remember, that as the fruit is in the tiny sapling which you plant in the earth, so the whole future is in the brains, IN THE IMAGINATIONS of those children that sit before you.

Yours is a THANKLESS task. Your work is the most difficult that men do. You are expected to have with dozens of children the patience and the love that the father and the mother show to a few.

The work that you do is underpaid, and, what is worse, IT IS NOT APPRECIATED.

The world, perhaps, will never realize how much it owes to your patience and conscientiousness.

But there is glory in all good work, and there is happiness in the consciousness of self-denial and of duty done.

• • • •

Every human brain comes into the world with unlimited possibilities. The little dull face that looks up at you and that seems almost hopeless in its dullness, may be the face of another Newton, stupid at school, but destined THROUGH WONDERFUL IMAGINATION to take the highest rank in human genius.

The work that you have got to do is wearing on the nerves. And a child aimlessly questioning, restlessly inquisitive, is not always easy to manage after long hours of dull routine.

Remember that in each of those little heads there is struggling a spark of divine intelligence. There is an atom of that thinking force destined to rule this earth.

You have in your care all that there is of humanity, which is ITS FUTURE.

And you know that the only thing of value in the world IS THE NEW THOUGHT. So stimulate and encourage patiently that restless imagination in which alone original thought can find birth.

• • • •

TEACH YOUR CHILDREN ABOVE ALL TO READ WITH IMAGINATION. A man truly great has said that a teacher is to be judged chiefly by the intelligence and ease with which his pupils CAN READ.

The human being able to read absolutely easily and intelligently holds the key to all knowledge.

The grown man uses but little the technical teachings of his school days, the algebra, the geography, etc.

BUT HIS ENTIRE INTELLECTUAL GROWTH DEPENDS UPON HIS READING.

• • • •

If you teach a child to read easily and intelligently, UNDERSTANDING WHAT HE IS READING, you have conferred the very greatest blessing upon that child.

To the extent to which discrimination is left in your hands, we urge upon you to continue the work of Gutenberg, and to spread the teachings of the great writers by making your class above all A READING CLASS.

• • • •

To the teachers of the nation the children are confided for another year. The story of the good work that is to be done this winter in the thousands of school rooms by millions of children will be reflected in every achievement of the next generation.

It is to be hoped that parents will appreciate teachers, co-operate with them, inculcate respect for the teacher in the child.

• • • •

It is to be hoped that the public as a whole will show appreciation of the work that teachers do. The teachers should be the highly honored public officials. They should be generously paid and generously pensioned, and to this end, in return for the good work they do, this newspaper and others will strive earnestly.

(The Hearst Style of Editorial Appeals to the People.)

Union of Child Labor Reform Forces.

The child labor evil is fast reaching a degree of importance when national legislation, or at least national recognition, will become imperative. Laws designed to regulate or restrict the evil have been passed by almost every State legislature, but the indifference or ignorance of officials supposed to enforce the laws renders such legislation practically inoperative. The trouble has come from a lack of public interest. The people as a mass have not understood or appreciated the real danger to the nation and to the individual bound to result from the working of mere children for gain. The subject has more in it than sentiment; it almost reaches the dignity of a grave national peril.

For several years an organization known as the National Child Labor Committee has been doing excellent work influencing legislation, and this committee, of which former President Grover Cleveland and Cardinal Gibbons are members, has to its credit the passing of many laws. The National Committee has just announced that the Anti-Child Slavery League, organized last May by the *Woman's Home Companion* as a part of its systematic efforts to protect the American home, is now amalgamated with it and this union of forces is bound to result in more efficient work for the cause of childhood.

The principal function of the League was to give widespread publicity to the reform movement, and this particular function will continue to be carried out by the *Woman's Home Companion* for the National Committee. The magazine will publish each month a department of notes, brief articles of national interest, and reports of reform work in general. This information will be officially furnished by the National Child Labor Committee.

Society for Promotion of Industrial Education.

A number of men prominent in the manufacturing and commercial world, together with some well-known educators, feeling the increasing need for technical education, have taken steps for the formation of a society to promote this branch of education.

A large meeting is planned for the early part of November. It will be held in Cooper Union, and will be addressed by men of prominence in both the educational and industrial fields. The following are the signees of the preliminary announcements:

Milton P. Higgins; Norton Emery heel Company, Worcester; C. R. Richards, Teachers College, Columbia University; Henry S. Pritchett, President Massachusetts Institute of Technology; M. W. Alexander, General Electric Company; James P. Haney, Director of Manual Training, New York; Robert A. Woods, Director of South End House, Boston; Leslie W. Miller, principal Pennsylvania Museum and School of Industrial Art, Philadelphia; J. Ernest G. Yalden, Superintendent Baron de Hirsch Trade School, New York; Charles L. Warner, principal Technical High School, Springfield, Mass.; James P. Monroe, Monroe Felt and Paper Company, Boston; Arthur A. Hammerschlag, director Carnegie Technical Schools, Pittsburg; Louis Rouillion, director Franklin Union, Boston; Henry Bruere, secretary Bureau of City Betterment, Citizens Union, of the city of New York.

A Farmers Institute is to be held at Lincoln Institute (B. F. Allen, LL.D., president), Jefferson City, Mo., on November 9. Prof. Josephine Silone Yates is the Secretary of the Institute.

A Blessed Life.

The Ypsilanti *Press*, of October 27, printed an interesting biographical sketch of Dr. Helen McAndrew, the mother of William McAndrew, leader in the struggle for the practical recognition of teaching as a profession. She was a wonderful woman, whose life was at all times in the service of genuine advance of mankind. Here is the story of her life briefly told:

"Doctor Helen McAndrew died at her home, 105 South Huron Street, near midnight last night. Her two sons, Thomas and William, and the former's wife, who from childhood has been an adopted daughter, were at her bedside.

"Dr. McAndrew was well known in Ypsilanti and the surrounding country, having taken an active part in the affairs of the community, especially in the pioneer days. She was eighty years and nine months old, having been born February 4, 1826, in Kilsyth, Scotland. She was a daughter of Thomas Walker, of the 'Old Covenanter praying and fighting stock.' As a girl she prepared herself for self-support and learned the trade of a book binder, which she followed while living with her parents in Glasgow, up to the time of her marriage with William McAndrew in that city in 1849. The young couple, for their wedding tour, embarked in a sailing vessel to seek a home in America, and settled in Baltimore. Here Mrs. McAndrew, taking an active part in church mission work, came into direct contact with the system of negro slavery, and at once, with her husband, allied herself with the then hated cause of abolition. In the same year they removed to Detroit at a time when there was a marked movement of settlers from that city into the rougher region of the interior.

"It was then commonly held that the settlement of Rawsonville, four miles down the Huron River, gave promise of even more importance than Detroit itself. Mr. McAndrew engaged in that village in the manufacture of pianos. After a few years residence there they removed to Ypsilanti. Here Mrs. McAndrew became active in the anti-slavery movement, helping to organize it and delivering speeches in its favor. She became convinced of an opportunity for success of women in the medical profession, but found the prejudice against it so strong that no woman could be admitted to any of the colleges in the West. She developed considerable skill as a sick nurse, and with the encouragement of the families of Wm. R. Post, Charles King, Sr., David Uhl, and others, she earned sufficient funds to go to New York City, where by nursing and working in book binders' shops, she was able to support herself and study for the degree of Doctor of Medicine, which she obtained in 1854.

"Returning to Ypsilanti, she built up a lucrative practice and established on South Huron Street a private sanitarium which she maintained until the late seventies. She made a specialty of the diseases of women and children, and was called on various occasions to other cities of the State. As might be expected, she was active in working to secure for other women the privileges of education, which had been denied to her. This brought her into co-operation and personal friendship with Elizabeth Cady Stanton, Susan B. Anthony, Mary Livermore, Lillie Devereux Blake, Frances Willard, and others. Of these the only one still living is Miss Blake.

"After the success of the abolition movement she took an active part in temperance reform. With Joseph Estabrook, Daniel Putnam, her husband, and others, she organized the Temperance Sunday School, at first held in a barn on the 'flats' south of town. This became a famous training ground for public speaking by students of the Normal College and was soon transferred to Light Guard Hall, on Congress Street, where meetings were held every Sunday for years. The brightest and most active minds of the Normal were interested in these meetings and in the allied temperance societies. A noted dramatic club was one of the adjuncts of the Sunday School, presenting temperance plays on Saturday nights. There is hardly a State in the Union without its quota of 'Mrs. McAndrew's boys,' whose continued interest in public betterment dates from these meetings. Until the feebleness of old age prevented, she maintained a juvenile temperance society, the Band of Hope.

"Mrs. McAndrew was a unique character in the life of Ypsilanti. Tireless, fearless, and devoted to public good, she persisted in her support of unpopular causes and seemed to take the deeper delight the more opposition she encountered. When the Salvation Army first came to Ypsilanti, tho she was then advanced in years, she insisted in marching thru the streets with the Salvation lasses. Delighting in the exercise of her keen mind in debate, she seemed especially delighted to worst her most intimate friends and members of her own family in argument. She had a keen sense of humor and could scent a comical situation in the midst of most serious matters. To the end of her life her sense of merriment was active. She would repeatedly declare 'I will not become a sour old woman; I will keep young.

"Mr. Clark Wortley, her neighbor and friend for more than forty years, says of her:

"'Mrs. McAndrew was a remarkable woman. She was born with a determination not only to win success for herself and her family, but to uplift every portion of humanity that touched her life. The boys in the army always spoke of her with respect and affection; she threw her remarkable energy into helping the freedmen in our city after the war; tho she was exceedingly bitter against social immorality, no one in the town ever befriended unfortunate women more courageously or more tenderly. Her life was a record to be proud of.'

"Dr. Andrew D. White, former ambassador to Germany, says of her: 'The dear old lady; she was a noble woman, full of fire and energy for the right.'"

Recent Deaths.

William H. Gardner died recently at his home in Irvington, N. J. Mr. Gardner was a graduate of the Hudson Academy, now a part of Columbia University. He was eighty-three years old at the time of his death. For forty-six years he had been connected with the schools of New York State. His work had largely been in Orange, Ulster, and Columbia Counties.

The death is announced of Mr. James Cowan, for the past ten years connected with the Milton Bradley Company as manager of publishing and advertising. Mr. Cowan was born in Danbury, Conn., March 8, 1841. His father was a native of Londonderry, Ireland; his mother a native of Danbury. He was graduated from the high school in Pittsfield, Mass., and entered Williams College, but retired to take part in the Civil War, enlisting with the 34th Massachusetts Infantry. He was severely wounded at the Battle of Winchester, and was under treatment at a Philadelphia hospital until after the close of the war. He served on the editorial staff of the Springfield *Republican* for a number of years. He was an active worker in church and literary matters and was an author of considerable note.

In and About New York City.

The Board of Education of New York has been granted the right to use the old armory of the Sixty-ninth Regiment as a gymnasium. This is the result of a unanimous vote of the Sinking Fund Commission. A number of bids to use the building for business purposes were received, but were strongly opposed by Mayor McClellan and Controller Metz. The armory is located on Cooper Square, and should, when proper alterations have been made, make an excellent gymnasium.

Principal of Curtis High School.

In accordance with the action of the New York Board of Education, Harry F. Towle has been installed as principal of the Curtis High School, New Brighton, Staten Island.

At the exercises connected with the installation, Associate Superintendent Stevens, District Superintendent Bardell, Mr. Ebberts, of the local School Board, and Commissioners Dix and Ingalls, of the Board of Education, were present and delivered addresses.

Mr. Towle's predecessor, Oliver D. Clarke, died during the summer, and the principalship has been held, in the interim, by Mr. William Crane. Mr. Towle was formerly head of the Latin department in the Boys' High School, Brooklyn. The salary connected with the position is $5,000.

City School Appropriation.

The Board of Estimate has made a large cut in the appropriation asked by the finance committee of the Board of Education. The budget for next year, as estimated by the committee, amounted to $26,795,398.13. The Board of Estimate made a cut of $1,879,469.97, thus reducing the total to $24,915,928.16. The estimate, as presented, called for an increase of $3,437,209.44 over the amount allowed for this year. The normal growth of the school system demanded this increase.

This action on the part of the Board of Estimate will doubtless greatly influence the Board of Education in the plan which it has already discussed, of appealing to the Legislature to make some alteration in the method of raising the General School Fund. The "three-mill product" has never proved adequate for the needs of the system, and the Board has been greatly hampered in its work in consequence. The deficit resulting from this method of raising the General School Fund has risen from $512,651 in 1902, to $1,947,594 in the amount required for 1907.

School Boys as Runners.

The boys of the New York High School of Commerce have begun a series of cross-country runs. George V. Bonhag and William Frank, both members of the Olympic team that competed at Athens, are coaching the runners. The first run was started from the school building, at Sixty-fifth Street and Columbus Avenue, the course was taken down Broadway to Columbus Circle, thru Central Park to Eighty-sixth Street and Fifth Avenue, then back to Central Park West, and down to the school. The distance, which is about three and a half miles, was easily covered in twenty-eight minutes, and all the boys finished in good condition.

There will be a series of five of these weekly runs for class and individual prizes. The individual prize will be awarded to the runner making the lowest score in the five runs. The class trophy will go to the class having the best aggregate score for any five of its members.

In a number of other schools similar contests are being planned, and it is expected that inter-school runs will be introduced later.

Association of Women Teachers.

The Interborough Association of Women Teachers is carrying on actively its campaign for the betterment of the profession.

This was evident at its meeting of November 3. The meeting was well attended and interesting from start to finish. Every one was in earnest.

The report of Mrs. N. C. Lenihan, treasurer of the Association, showed that $2,000 had been received, which represents a membership of 4,000, the dues being fifty cents a year. Mrs. Lenihan said that this number should be at least doubled, as there are over 1,300 women teachers in the city's employ who would all be benefited by the work of the Association.

Miss Ella E. Kelley reported for the press committee the work which had been accomplished in bringing before the public the work and aims of the Association. One of the best addresses was that of Miss Anna L. Goessling, vice-president of the Association, and president of the Society of Women Class Teachers of Brooklyn. Miss Goessling had carefully investigated the statement frequently made, that teachers were the best paid women in the city's employ. By the use of carefully compiled statistics she demonstrated the incorrectness of such an assertion. While women teachers start with a salary of $600, stenographers receive $750 at first, and are advanced much more rapidly, many of them having a salary of $1,500. There are other women in the departments of the city with salaries of $3,000. So convincing were these figures, and so excellent as ammunition that it was resolved by a unanimous vote to have the results of Miss Goessling's investigations embodied in a circular side by side with salaries of teachers. Of these circulars 20,000 will be prepared for distribution to every one who may be influenced to aid the movement.

District Supt. Grace C. Strachan, Chairman of the Advisory Board, in speaking of the encouraging growth of the movement, said: "I am glad to find you enthusiastic, and hope you are also patient." She further urged that the members must be fully informed before they could talk in a way to convince the general public, and above all, the Legislature, of the justice of their course. Miss Strachan also laid great stress on a point which the president of the Association, Miss Hogan, had already emphasized, namely, that great care must be taken in preparing the schedules which will be eventually urged upon the State Legislature as substitutes for those of the Davis Law.

Mrs. Lenihan corrected a misunderstanding which has gotten abroad that by their motto "equal pay for equal work," the Association proposes only to benefit those women teachers who are doing the same work as men teachers.

Mrs. Lenihan speaking during the meeting, and even more emphatically after adjournment, stated that every woman, from the substitute teacher and up, was included. Principals' clerks, who start on a salary of $600, and receive no advancement, are to be included and to benefit as much as regular teachers.

The members are convinced of the possibility of accomplishing this great reform, and are alive to the opportunity which the Association affords them of united and effective effort.

Teachers' Night Off.

A Hallow'een party was held by several hundred school teachers at the home of the Sardonyx Club, Brooklyn. Many an ancient record was gone over, and many an old dame consulted for the most authentic traditions in fortune-telling.

During the evening questions of endless variety were asked and answered, but not one had to do with "methods"—it was a night off.

The Country Safe.

In writing to one of the New York papers in regard to the condition of school children in the Grand Street and Pitt Street district, a healthy-minded optimist, signing himself "Veteran," speaks as follows:

"I was born and attended school near the place sixty years ago, and present conditions are one hundred per cent. better; and I thank God and our American public school system for it.

"I never saw such a clean, well-dressed and well-behaved lot of children. The country is safe."

Prize Won by City College Graduate.

Mesini Arenwald, of last year's graduating class of the New York City College, has been awarded the third place in the contest for the John Barrett prizes. Dr. Nicholas Murray Butler, president of Columbia University, as chairman of the Committee in charge of these awards, announced that the judges had decided not to award the first prize this year.

The second prize was awarded to Clinton H. Sayles, of the University of Michigan, for his essay on "The Monroe Doctrine and Economic Development of Latin-America." This essay will be published by the Bureau of American Republics. The subject of Mr. Arenwald's essay is "The Conditions Surrounding, and the Circumstances Influencing the Overthrow of the Empire and the Establishment of the Republic in Brazil." The second and third prizes are seventy-five dollars and fifty dollars respectively.

The Board of Education, of Camden, N. J., has appointed a committee to investigate statements made by the press of both Camden and Philadelphia, concerning the refusal of Superintendent Bryan to issue a teacher's certificate to Miss Sallie Peacock. The Committee will report on November 12.

The editor of a New York medical journal says: Antikamnia tablets have been used with very favorable results in headache, neuralgia, influenza, and various nerve disorders. No family should be without a few tablets of this wonderful pain reliever. Two tablets for an adult is the proper dose. They can be obtained in any quantity from your family drug store.

Scrofula

Makes its presence known by many signs,—glandular tumors, bunches in the neck, cutaneous eruptions, inflamed eyelids, sore ears, catarrh and wasting diseases.

Hood's Sarsaparilla

Effects permanent cures.

University of Rochester Laboratories.

With the recent dedication of the Eastman Laboratories, the University of Rochester enters upon a broader field of work. Ever since the founding of the College in 1845, it has been devoted entirely to instruction in the liberal arts. Two years ago George Eastman gave $60,000 for the Laboratories, and other contributions raised the amount to $100,000.

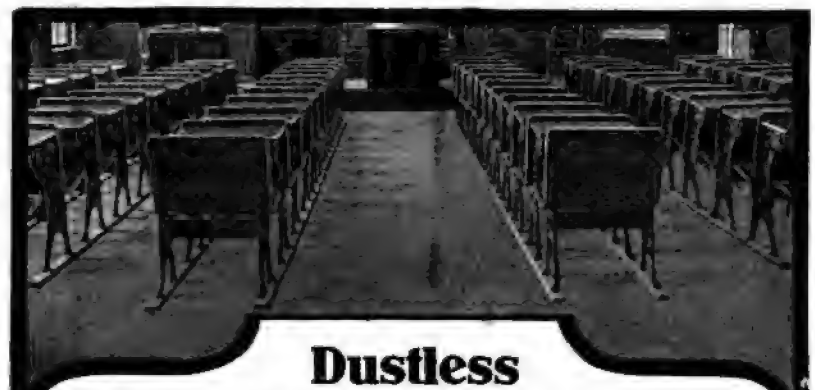
Interesting exercises were held in connection with the dedication. Among the addresses delivered were one by Prof. W. T. Sedgwick, of the Massachusetts Institute of Technology, on "Biology in the Service of Man," and one by E. L. Nichols, professor of physics, at Cornell, on "The Larger Functions of a College Laboratory."

The New Hindi Remington.

The latest addition to the long list of machines designed to write strange and unusual languages which have been put on the market during recent years by the Remington Typewriter Company, is the new Hindi Remington. A sample of this machine is now on exhibition in the New York window of the Remington Typewriter Company, and is attracting wide attention. This new Devanagari-Hindi or Sanscrit Remington, writes a language in many respects the most wonderful in the world. Devanagari means literally, "Relating to the city of the Gods." This language should have a special interest for anyone speaking English or any other of the modern European tongues. It may be described as the grandfather of modern languages. The Sanscrit, in which character the Devanagari-Hindi is written, is in a sense the parent of Latin, which in turn is the parent of nearly every speech of modern Europe.

The Hindi Remington has an enormous field. British India has a population of about 300,000,000, of whom it is estimated that two-thirds are Hindoos. The great majority of these speak the language which is written on this machine.

Devanagari-Hindi abounds in compounded letters of every kind, and this Hindi Remington, which fills the requirements perfectly, is a new triumph of Remington skill.



Dustless Schoolrooms

The gravity of the dust question as applied to our schoolrooms is such that we cannot afford to ignore its significance. While great attention has been given to ventilation, very little has been given to dust.

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Here and There.

Oahu College, Honolulu, H. I., is preparing to send a number of its Chinese students to compete for the scholarships open to Chinese students in Yale, Harvard, Cornell, Amherst, and Wellesley.

The Commercial Club of Louisville, Ky., thru its Committee on Public Policy and Legislation, has under consideration plans for establishing a school for teaching the so-called minor trades, such as bricklaying, plastering, and the like. Members of the local Federation of Labor and W. I. McNair, of the Young Men's Christian Association, have been invited to address the Committee on the subject.

The first of a series of dinners to be given in Pittsburg in the interests of education was recently held in the Hotel Schenley. The invitations, which were issued by Chancellor S. B. McCormick of the Western University of Pennsylvania, included prominent business and professional men, ministers, and educators.

The discussion of the evening centered upon the University and its future development, but considered as well local educational needs of every description.

Kindergarten Mothers' Club.

The Mothers' Club of the West Kindergarten of Cincinnati, O., held its first meeting in the new kindergarten rooms on the corner of Poplar and Dalton Streets. The West Kindergarten is the third of those established by the Cincinnati Kindergarten Association, and is twenty-one years old.

The subject for discussion for the winter is to be "What our city is doing to meet the needs of children, normal children, or neglected, dependent, defective, or ill children.

Free University in New York State.

At the forty-fourth annual convocation of the University of the State of New York, held recently in Albany, Vice-Chancellor St. Clair McKelway, in delivering the Chancellor's address, prophesied a free university in the State. In this portion of his speech he said:

"The State is so strong that it can tax all private wealth at will, and so 'rich' that private wealth can provide nothing for its representatives or their children which the State itself cannot provide for the people as a whole.

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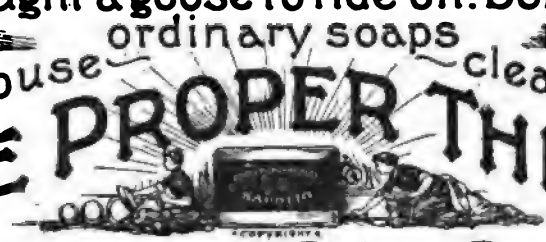

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will eventually have beyond doubt. We may not live to see it, but none of us can live long enough to prevent it, and not a few of us, I hope, will live long enough heartily to welcome it."

Southern Association Meeting.

The Southern Association of Colleges and Preparatory Schools held its twelfth convention at the University of Tennessee on November 1, 2, and 3.

The Association, which has done much for the educational advancement of the South, is composed of about eighteen universities and forty preparatory schools. The president of the organization is Dr. David F. Houston, of the University of Texas, and Chancellor J. H. Kirkland, of Vanderbilt University, is secretary.

At this Time of Year.

The word *catarrh* means literally to *flow down*, and it has been observed that nasal catarrh has a downward course internally, and if neglected affects the lungs and brings on consumption. At this time of year, this form of catarrh is greatly aggravated. The discovery of the constitutional nature of this disease led to the administration of a constitutional remedy for it, and the best of which we have any knowledge is Hood's Sarsaparilla—it radically and permanently cures.

In Behalf of Mountaineers.

The New York Auxiliary of the Southern Industrial Educational Association has issued an appeal for aid to all those interested in the welfare of this country and the character of our citizenship.

The work of the Association is among the mountaineers of the Appalachian region, extending from West Virginia thru the Gulf States and on thru the West. These men and women, largely of Scotch-Irish decent, of the same stock from which many of our greatest national leaders have come—such men as Andrew Jackson and Abraham Lincoln—are living in a condition of illiteracy such as one would expect to find only among the lowest classes of foreign peasantry. Many of them have never seen or heard of the flag.

Miss Dromgoole, who has lived much among them, writes: "They get up at three in the morning and sit and wait for the sun to rise—then they prepare the stuff they eat—after which they sit and wait for the sun to go down."

The purpose of the Association is to establish industrial schools, to open up fireside industries—spinning, weaving, cooking, and especially to develop them agriculturally. Fifty dollars will support one of these mountain boys or girls for eight months at one of the schools which the Association is helping to support.

General Stewart L. Woodford, ex-Minister to Spain, in an address in behalf of the movement, said: "This is a crusade greater than that of Joan of Arc, the results of which will benefit the entire future of this Republic." There are two million of these mountaineers who might become splendid citizens and a true source of strength to the country.

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A Weekly Journal of Education.

Vol LXXIII. For the Week Ending November 17, 1906 No. 18

OSSIAN LANG, Editor.

The Scarcity of Teachers.

Good teachers are getting scarce. Cities which exact a high standard of qualification find their eligible lists exhausted and no immediate supply in sight. This state of things is not altogether accounted for by the prevailing shabbiness in the remuneration of teachers, tho that is one considerable factor. A far more discouraging condition is to be found in the petty annoyances to which teachers are constantly subjected.

The children are the least of their troubles. The parents are but little more trial to the flesh. The "regulations" and the bosses of greater and lesser magnitude! They are the chief sources of discouragement.

The subduing of the teacher begins before his appointment. He is sent from one mighty personage to another and is made to feel at every point that he who wants to be exalted to a school position must first humble himself. After he has obtained a provisional license he must be watchful of the idiosyncrasies and pet theories of his several superiors, not to offend their exceedingly sensitive spirits. He will be marked in various ways and according to many standards. If he is blessed with a lack of originality and carefully avoids all semblance of self-assertion, keeping closely in officially approved ruts, he may soon be in possession of a permanent license. If he can rid himself of the thought that he is a separate entity endowed by his Creator with certain inalienable rights, etc., and will then bend his mind to a study of the prescribed conditions for promotion, he may some day be translated into a position of authority.

Teaching has many attractions. But these attractions are usually so modified by official and officious irritants that many will forego them for the sake of being able to live their own lives even if it be in a less congenial occupation. The making out of innumerable reports and the being reported upon in almost equal measure is not to every healthy person's liking. Teachers are made to run the gantlet of miscellaneous criticism even more emphatically than clergymen. Everybody, including the clergymen, seems to be interested in keeping them meek and lowly. Add to this that the salaries paid are wholly inadequate, compared with the demands made upon the occupants of the office, and you will have no difficulty in accounting for the increasing scarcity of teachers.

Unless a radical change is effected in the prevailing official and public attitude toward teachers, we may soon have to adopt the method of conscription suggested by a "Constant Reader," viz., to compel every able-minded person of mature age and other desirable qualifications by law to serve two or more terms as teacher in the schools, much as able-bodied men are drafted for the German army. Something radical certainly seems to be demanded by the conditions confronting us. But perhaps this plan should be reserved until more democratic measures have been exhausted.

Would it be asking too much to suggest that the [illegible]olastic rulers of greater and lesser magnitude [illegible]me an encouraging attitude toward the [illegible]ed under their sway? Perhaps the suggestion is too revolutionary. But then it need not become at once a fixed rule. Occasional encouragement will be enough of a departure to fill the hearts of the teachers with sustaining hopes. As the rulers get accustomed to the new attitude they may begin to study ways and means for lessening the burdens of the teacher—a colossal change indeed! Here let the reform begin,—with encouragement: That is the idea, ENCOURAGEMENT.

The Presidency of the Normal College

The plan to establish closer relations between the Normal College and the City College of New York appears to be gaining in favor. Consolidation is freely talked about. Efforts are being made to win public opinion over to the idea. The arguments advanced are plausible and persuasive. But they do not meet the issues at all. Stripped of all sophistry, the gist of them is that the City College has an ideal president in Dr. Finley, and the Board is not likely to choose as strong a man as he to be at the head of the Normal College. At bottom they show a lack of faith in the ability of the powers that be to act wisely in the matter.

The City College has an excellent Board of Trustees and many of the people interested in higher education are quite willing to turn the responsibility for the Normal College over to these men. Educationally, there is every argument against the proposed consolidation, as THE SCHOOL JOURNAL pointed out two weeks ago.

Dr. Gillette is doing splendidly as acting president, so there is no need of rushing matters. Calm deliberation is essential to a satisfactory analysis of the problem.

The chief immediate duty would seem to be the election of a president big enough to command the respect of the scholastic world.

The College has a dual purpose, viz.: the collegiate education of girls and the training of teachers for the New York City schools. It is desirable, therefore, that the new president should be a man of experience in college administration, who understands the needs of young women, and has shown an interest in the improvement of the teaching in the common schools. He should be a man of fine personality, thoro scholarship, diplomatic tact, and constructive ability.

President William DeWitt Hyde, of Bowdoin College, is such a man; so is President Edwin Alderman, of the University of Virginia. Either would make an ideal president for the Normal College. Both have, in addition to the many qualities already mentioned, that peculiar magnetic power which wins friends for them wherever they go.

No educational lecturer can draw a larger audience in New England than Dr. Hyde. I remember one day watching people pour into Tremont Temple in Boston. I concluded that some great musical event must be the cause, and joined the crowd. I found that these people wanted to hear Dr. Hyde. The hall was crowded to the doors fifteen minutes before the time set for the beginning of his lecture.

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Since that day I have witnessed other equally eloquent tributes to the popularity of Dr. Hyde.

I count Dr. Hyde's book on "God's Education of Man" among the great books about fundamentals, in the bringing up of the young. Here, too, are revealed some of the author's innermost thoughts. His description of the immoral man is a striking picture, full of philosophic thought:

If he (the immoral man) could go off by himself and be a brute among brutes, indulge in his beastliness among the beasts, then his degradation would be his own affair; society would let him alone; and, as nothing better would be given to him or expected of him, conscience would let him off without a twinge. But to act like a brute, and still to move among men; and wallow with the beasts and still claim a home made sweet and pure by woman; to conduct his business and his politics like a savage, and still to walk the streets and patronize the institutions which Christian people have made secure and sound; this receiving good and rendering evil in return; this living like a parasite on a social system out of which one is sucking the life blood—this, in plain terms, is what the immoral man amounts to.

And here is a beautiful picture of Dr. Hyde's ideal of a human life:

To do right out of a tender and loving regard for the persons who are affected by our action; so to live that no man may be the poorer, no woman may be the sadder, no child may be the more wretched for aught that we have done or left undone; so to live that thru our words and deeds men may see the truth, and enjoy the beautiful, and reverence the pure, and honor the noble, and possess the means of material and social satisfaction—that is to share the life and love and blessedness of God.

The man that penned these thoughts and seeks to live them is one that New York City ought to be proud to place at the head of its Normal College. Exalted views of womanhood run thru all of Dr. Hyde's writings.

Dr. Alderman is a delightful personality. He, Dr. McIver, who died quite recently, and Dr. Dabney, who left the University of Tennessee to become president of the University of Cincinnati, were the Big Three in the great educational revival of the South. Dr. Alderman is still laboring in the South. His election as the first president of the University of Virginia was due to the conviction on the part of the trustees that he was pre-eminently the man to handle the very delicate proposition. He is a man of infinite patience and tact, sensitive to every suggestion making for progress and refinement in education.

With two such men available, there is no excuse for the Board of Education to think of diminishing the identity of the Normal College and consolidating it with the City College. It is much more desirable that the president of the Normal College should be open to suggestions from Superintendent Maxwell than from President Finley. From the graduates are to be drawn teachers for the city schools, and therefore the superintendent's counsel should be of considerable help in the reconstruction of the College program. However, with the right sort of man at the head of the Normal College, there need be no special definition of prerogatives. Dr. Maxwell, Dr. Finley, and either Dr. Hyde or Dr. Alderman, would constitute a College council whose deliberations and conclusions would command universal respect. This council would supply all the consolidation that is desirable.

The Normal College has a specific sphere of usefulness. The problems it has to deal with demand the full strength of a master mind which can effectively translate the best modern thought concerning the education of young women, into sane practical procedure. Half measures are dangerous. Under Dr. Maxwell the school system of New York City has risen to leadership in the United States. The election of Dr. Finley to the presidency of the City College was to the eternal credit of the city. Now let no mistake be made in the disposition of the Normal College problem that will detract from the wonderful record made in recent years.

An Industrial Education Meeting.

A public meeting was held at Cooper Union, New York City, on Friday evening, November 16, at eight o'clock, under the auspices of the National Society for the Promotion of Industrial Education.

Mr. Milton P. Higgins, president of the Organization Committee, introduced Dr. Henry S. Pritchett, of the Massachusetts Institute of Technology, who presided. The following addresses were made:

Mr. Frank A. Vanderlip, vice-president of the National City Bank, "Competition of the United States in the Markets of the World."

Pres. F. P. Fish, of the American Telephone and Telegraph Co., "Industrial Education as a Means of Developing the Industries of the United States."

Miss Jane Addams, Hull House, Chicago, "The Importance of Industrial Education from the Social Standpoint."

Dr. Nicholas Murray Butler, president of Columbia University, "The Place of Industrial Education in the American System of Education."

Mr. Frank P. Sargent, United States Commissioner-General of Immigration, formerly Chief of Brotherhood of Locomotive Firemen, "The Importance of Industrial Education to the Workingman."

An address was made by Mr. Alfred Mosely, of London, and a letter from President Roosevelt upon the subject of the meeting was read.

A meeting for the purpose of effecting a permanent organization was held in Room 19, Cooper Union, at 4 P. M., on the same day.

The objects of the proposed society are to bring prominently to public attention the importance of industrial education as a factor in the industrial development of the United States; to provide opportunities for the study and discussion of the various phases of the problem; to make available thru publications the results of experience in industrial education both in this country and abroad; and to assist in other desirable ways towards the establishment of institutions for industrial training.

The proposition to organize such a society has developed widespread interest thruout the United States, as is evidenced by the hearty endorsement of many prominent men and women.

The registry record of the Spokane High school presented the high percentage of 37.9 (wrongly printed 37.6) boys. This remarkable showing was rated by the correspondent of THE SCHOOL JOURNAL as the highest in the United States. It appears that there are several schools which surpass even the Spokane record. The Rogers High School, o Newport, R. I., has enrolled 215 girls and 156 boys, which would be 42 + per cent.; the high school at Glen Ridge, N. J., last year, under Prin. Eugene Bouton, rose to fifty per cent., and this year the record is 42.6; the high school at Elmira, N. Y., enrolled last year 764 pupils, of whom 46.9 per cent. were boys. These are showings of which the respective schools may well be proud. Can any school surpass the record of Glen Ridge?

An inquiry has been made at this office by a prominent educator who is desirous of examining the various plans of flexible promotion that are now in actual operation. Will those who read this note kindly assist him by sending to this office the desired information. Any other items of special interest to school visitors will be welcomed. A number of the British teachers who left Liverpool on November 1, on the steamship *Baltic*, for New York, to study American schools, have letters of introduction to THE SCHOOL JOURNAL, and whatever information may be helpful to them will be placed at their disposition.

Latin: What to Do for Discouraged Beginners.

By SUSAN PERRY PECKHAM, New York.

"Dorothy A. has dropped Latin," announces Edith B., a friend of mine.

"Oh—why?"

"Too hard, she says; she's completely discouraged."

"Just think of that! had it three weeks, hasn't she?"

"A month. Her mother didn't want her worrying so: it hurts her eyes."

"Dorothy's bright, isn't she?"

"Oh—bright? She's *awfully* bright! Why—"

And the librarian says that Dorothy has a fine mind, is a "great reader," belongs to a family of people really brilliant mentally—father and uncle were men of mark as editors. The difference that this experience with Latin may make to the girl's future! For want of education, her mother, now a widow, finds herself able to do nothing better than factory work, and has at last gone into that. This was greatly to the distress of herself and her relatives and friends, but it looks as if the same sort of thing were in store for the daughter. A taste for reading —the mother, too, has this, and the ordinary smattering of schooling—is so small a resource when it comes to earning bread and butter!

As to the Latin and other hard but optional, work which Dorothy ought by all means to have, it is teachers' fault mainly that she is to lose it. They ought to influence the mother, if necessary; but first of all, they ought to make the studies comprehensible to the girl, and to influence her spirit towards them in such a way that she would be most unwilling to give them up. This moral training she needs, of course—as do most girls and boys of her age—above everything that can be named on programs. A bright mind and strong, uncommonly fine health, plenty of energy, a pleasant disposition, there seems no excuse for teachers' failure to do what is needed to help her to an education.

For—and this is, of course, a consideration of prime importance—the Latin class is small; there were fifteen in it at the start. To any one who has known the work of many first-year classes, it will seem unnecessary to go farther into details about Dorothy's. If hers was not really of the dazing, wearisome sort, it was exceptional.

Had the class numbered from twenty-five to fifty or more members, no sweeping charge could be made concerning failures of the teacher. We will not here speak of large classes or of over-busy teachers; nor, as to work under favoring conditions, shall we ask why it frequently gets the pupils into the "completely discouraged" state, and never thereafter becomes a joy to them. Rather, let us try to straighten out a bit the tangle in which many an inexperienced teacher of first-year Latin unexpectedly finds herself, her class, and its work, just about this time of year. (If "her" classes are considered here mostly, it certainly is not because "his" classes are in less of a tangle.)

The teacher has probably given too scant and too superficial thought to the presentation of the first part of this study to boys and girls. Their brains and tastes, their springy muscles, and pressing engagements, aside from class-work, their gladness to work over such stuff as Latin, if this be rightly introduced to them—but only then—have not been enough in her thoughts. She has not dwelt long enough, over and over again, with heartfelt intention to be sympathetic and to learn, upon these creatures' state of mind. Hence, on the very first day, and thereafter, she made mistakes—she gave them too many hard things at once. And hence, they are now in even a worse state of bewilderment than she realizes or they realize, as to, *e.g.*, the meaning of "nominative." Meanings of the words ablative, accusative, dative, genitive, nominative, are terribly hard for these boys and girls—meanings full enough to be of right service to the pupils, meanings which can be apprehended by them only very, very slowly. If you visit classes from the first week to the last of this beginning year, you may, if you observe closely, see that the pupils in general use these words with only very restricted knowledge of their sense; and that this is one large cause of the common dislike of Latin and failure with it—a thoroly hampering ignorance, for which the teacher makes no allowance.

Probably any class of which we may think at this minute is suffering from a too hasty plunge into dealings with all the cases of nouns, and from meeting a crowd of other new problems in fatally quick succession, for this is the procedure in the great majority of classes, large or small, public or private.

What might be a remedy?

With no flurry, no fuss, but with, indeed, an access of good spirits, with much deliberation—so that the class can't tell whether you, like the River Arar, are going backward or forward—to start over again and very differently. To say, for instance, something cheerful about the time being now ripe for certain readings (have those well prepared for them), and for reviews which will be most helpful for everybody since all must need them more or less. Begin over again and *take your time:* it will surely pay. You can captivate your class for this hard, hard study.

Take their minds off the grammar and their peculiar struggle with it by giving them some interesting readings and talks about the Romans, making them human, boyish, girlish, entertaining to those before you. There are quantities of material, of course. You probably have—you certainly need—a collection of newspaper clippings and magazine articles, and of references to magazines and books which can be put into the children's hands; besides a few—*not* many—of just the pictures to appeal to the interests of your pupils. Do not try to force classicality upon them just now. There is an embarrassment of useful information about Latin and Romans, Greeks, Italy, Troy, Mediterranean, which is thoroly congenial to these pupils as they now are, before further growth into love of language study. If we can't take the children for what they are when they begin Latin, without trying to jump them into intellectual interests which would normally come at least two or three years later, we miss a rich opportunity for delightful work, and are failures as teachers of first-year Latin. But we have to give much time to the undertaking—*e.g.*, to the collection of the reading material above mentioned, and to the thought of everything we ever knew about Latin literature and life, gathering into our minds anecdotes, jokes, mottoes, verses, exploits, any items of the vehement life of Romans, young ones or old, little or big, but, at any rate, alive, surely, sometime, and with life such as these children know.

Gradually, a tangled-up class can be reviewed with success. It is very difficult work for the teacher, in that planning, patience, insight, tact, there must be. Space forbids going into details here; but one suggestion as to the exercises (as easy and as far from senseless as can be concocted—far more of them than are given in any book, of course)—during these difficult times have the written work handed in and then lost sight of by scholars. Discuss no mistakes of individuals in class. Make your teaching almost altogether positive, not negative: "don'ts" and

"nevers" confuse the pupils' mind dreadfully. Let them see that you keep their exercises and have your own use for them, but hand back none for correction, or for sight of mistakes, or for any other purpose. Use the exercises for your own enlightenment as to points requiring still further attention, and as to other facts important for you to realize. Sometimes, having in hand a pack of these exercises, send pupils to the board and give practice to all in writing correctly sentences which some of them have written incorrectly, drilling in various ways, and with cheerful, happy, not distressed, energy; but do not let them see those exercises.

For this advice perhaps reasons are sufficiently plain, perhaps not. At any rate, we all find that only by putting our minds much upon each pupil's experiences can we teach them Latin so well that none will want to leave the class.

The Function of the Technical High School.

By PRIN. CHARLES F. WARNER, Technical High School, Springfield, Mass.

[Abstract of an address before the Connecticut State Teachers' Association at New Haven, October 19, 1906.]

Two important changes that have resulted from the marvelous scientific achievements of the past century stand out with great prominence. The first is what is known as the industrial revolution, and the second is the rise and development of the practical element in education. It is more than a coincidence that the second follows so hard upon the first; it is a natural consequence. Furthermore, the second change is by no means complete. It may be regarded as not having progressed beyond a good beginning. Hitherto this change has been most noticeable in the field of higher education. It is now beginning to affect materially the whole field of education, including not only the ordinary elementary and secondary schools, but also the night schools, whose logical purpose is to supplement previous training, either in the schools or in the vocations. Notwithstanding the substantial beginning which has already been made in this country in this latter field of education, —namely, in the practical schools of the primary and secondary type—the extension of this form of training is still comparatively limited. There is no better way of showing this than by calling attention to the large number and variety of such schools in Germany and in France. We are not so far behind in engineering education; but if our technical schools of a lower grade were brought up to the foreign standard, they would be greatly enlarged in number and much increased in efficiency. If we take as a basis of our comparison the manual training schools doing good technical work, of which we have some excellent examples, we should probably find that the attendance upon such schools per one thousand of population would not amount to more than one-fiftieth of what it is in Germany.

The argument for technical education and training is much the same the world over. Technical education is not, as is commonly supposed, a special form of training involving necessarily specialization along certain lines following the tastes, capacity, or conditions of certain students or a certain group of students. It may fairly be considered as broad as any education. Specialization is one of the signs of the times, and is found in every department of human activity. It is no more essentially a feature of technical education than of all departments of education. It is particularly desirable to discover the broadest possible view since we are to make our application in the field of secondary education. While specialization to any marked extent is certainly not desirable, there is no reason to confine our study to the field of secondary schools alone, for tho their function is naturally broader than that of the high schools, the fundamental reasons for their existence are to be found in the same conditions which have brought about the establishment and development of the higher technical schools.

To the German mind technical education has a broader meaning than we usually give it. In this broad sense it is synonymous to modern education as opposed to classical, and hence in this age of applied science it is pretty nearly equivalent to the education required for men of affairs. This view of the relation of education to the industries not only influences the courses of the scientific schools in favor of academic thoroness, but also modifies the character of the trade schools of Germany and makes them quite different from what we understand by such schools in this country. We find the continuation schools of Germany carrying on and enlarging the work of the elementary schools, modifying the studies of language, mathematics, writing, and elementary science to show their application in the various mechanical arts and trades. Practice in the trades themselves is the exception, rather than the rule, so far as the schools are concerned. These exceptions, however, in Germany, are more important than the rule in some other countries,—notably in America; but for the most part, technical practice is left to the workshop and the regular fields of labor. The schools distinctly prepare for it and supplement it.

Our educational system already resembles that of the Germans in many respects. We place a high value, as they do, upon general education, even up to the limit of our secondary system; and we make it even easier than the Germans do for our children to continue the same general education nearly up to the point of their choosing between the classical and the technical college. So far as the technical element in itself is concerned, we may not be able to enforce the same high ideals, but we ought at least to take one great lesson from this ideal and make our children first Americans and afterwards chemists, manufacturers, mechanical engineers, foremen, or mechanics. In this connection it must be admitted that the tendencies of the American manual training high schools, as maintained from the first, are very encouraging along the point of breadth in the conception of the place of the technical element in secondary schools. The claim has been put forward and fully substantiated that the education which they furnish is of great practical value in assisting graduates to secure remunerative employment readily and hold it; and many of the employments which the graduates of these schools have entered are those that require skill of hand as well as a high order of intelligence. And yet it is still noticeable that a very small percentage have taken up mechanical trades.

In one important respect our technical education must differ from the Germans, namely, in the necessity for illustrative mechanical practice in the schools—*i. e.*, drawing room and shop practice of a distinctly modern character, tho conducted in the laboratory spirit rather than in the spirit of the actual workshop. This necessity is the natural consequence of the competitive system which has been intensified in this country to such an extent that there is little or no opportunity left after the

hool life is over for boys to acquire familiarity ith shop methods, and there is scarcely any time ft for those who go to technical colleges to acquire ore than the merest smattering of practice in the op laboratories of those schools. The distinctly actical part of thoro technical education must erefore be taken care of in schools, whether it to be the part of an engineering education or lucation for the trades.

One of the most obvious characteristics of our chnical high schools must be that they must ways make the manipulation of materials a ecialty. In such schools constant attention must given to the expression of constructive prosses at the drawing table, at the bench, the rge, and the lathe. This brings, or should bring, e boy during his high school days into constant ntact with many fundamental industrial methods, viting him to learn the use of hand and machine ols and to become familiar with the appliances r generating and distributing power. It is for m a schooling in applied science. For the girl, when similar educational opportunities are open to her, practical methods imply constant practice of the same general kind, tho the activities of home life should naturally receive considerable emphasis.

American secondary schools as a whole ought to be so organized and conducted that the school may become intimately connected and woven into all departments of life. There should be no waste of teaching, and other lines of effort begun in school should be of such a character as to find easy correlation in the activities and experiences in the home and neighborhood life and their natural continuance in the life that comes when the school days are over. Much may safely be done in the direction of giving the teaching a vocational quality to the end that the instruction received may have a more or less direct bearing upon the question of self-support. We should make use of the force of industrial interest and weave it into our teaching so that the spirit and need of our times may help the school and receive the assistance which it needs in return.

College Entrance Examinations.

The College Entrance Examination Board has ssued a document which contains a list of the subcts in which examinations are to be held June '-22, 1907, the time schedule of the examinations, id instructions to candidates for examination.

Subjects for Examination.*

The subjects for examination include the follow-g:

ENGLISH
- *a.* Reading and Practice
- *b.* Study and Practice

HISTORY
- *a.* Ancient History
- *b.* Medieval and Modern History
- *c.* English History
- *d.* American History and Civil Government

LATIN
- *a.* i. Grammar
  ii. Elementary Prose Composition
- *b.* Cæsar—*Gallic War*, Books I–IV
- *c.* Cicero—6 orations
- *d.* Virgil—*Æneid*, Books I–VI
- *e.* Cornelius Nepos—First 15 *Lives*
- *be.* Cæsar—*Gallic War*, Books I–IV, and Nepos —First 15 *Lives*
- *f.* Sallust—*Catiline*
- *g.* Ovid—2,500 lines
- *l.* Prose Composition
- *m.* Elementary Sight Translation of Prose
- *p.* Advanced Sight Translation of Prose
- *q.* Sight Translation of Poetry
- *dq.* Virgil–Æneid, Books I–VI, and Sight Translation of Poetry

GREEK
- *a.* i. Grammar
  ii. Elementary Prose Composition
- *b.* Xenophon—*Anabasis*, Books I–IV
- *c.* Homer—*Iliad*, Books I–III
- *f.* Prose Composition
- *g.* Sight Translation of Prose
- *h.* Sight Translation of Homer
- *ch.* Homer—*Iliad*, Books I–III, and Sight Translation of Homer

FRENCH
- *a.* Elementary
- *b.* Intermediate
- *c.* Advanced*
- *bc.* Intermediate and Advanced

GERMAN
- *a.* Elementary
- *b.* Intermediate
- *c.* Advanced*
- *bc.* Intermediate and Advanced

SPANISH

MATHEMATICS
- *a.* Elementary Algebra
  a, i. To Quadratics
  a, ii. Quadratics and beyond
- *b.* Advanced Algebra
- *c.* Plane Geometry
- *d.* Solid Geometry
- *cd.* Plane and Solid Geometry
- *e.* Trigonometry
- *f.* Plane Trigonometry

PHYSICS†

CHEMISTRY†

BOTANY†

GEOGRAPHY†

ZOOLOGY†

DRAWING

MUSIC

*Candidates must select those subjects that are required the institution which they purpose entering.

Schedule of Examinations.†

June 17-22, 1907

Monday, June 17

Mathematics *a*, i. (algebra to quadratics)	9.30–11.30
Mathematics *a*, ii. (quadratics and beyond)	9.30–11.30
Mathematics *a*, i. and ii. (elementary and complete)	9.30–12.30
History *b* (medieval and modern history)	1.30–3.30
History *d* (American history)	1.30–3.30
Latin *f* (Sallust)	1.30–3.30
Latin *g* (Ovid)	1.30–3.30
Physics	3.45–5.45
Botany	3.45–5.45

*In 1907 separate examinations will not be held in Advanced French and Advanced German. In place of them will be held examinations covering the intermediate and advanced requirements in combination as a single subject.

†The submission of a laboratory note-book is an essential part of the examination in a natural science. Each note-book must bear a teacher's certificate. Blank forms of the certificate required may be obtained upon application to the Secretary of the College Entrance Examination Board.

*Provision will be made in this schedule for Music and Zoölogy.

Mathematics *cd* (plane and solid geometry) 9–12
History *a* (ancient history) . 1.30–3.30
History *c* (English history) . 1.30–3.30
German *a* (elementary German) . 3.45–5.45

Wednesday, June 19

Latin *b* (Cæsar) 9–10.30
Latin *e* (Nepos) 9–10.30
Latin *be* (Cæsar and Nepos) . 9–10.30
Latin *m* (elementary sight translation of prose) . . . 10.45–12.30
French *a* (elementary French) . 1.30–3.30
German *b* (intermediate German) 3.45–5.45
German *bc* (intermediate and advanced German) . . . 3.45–5.45
Spanish 3.45–5.45

Thursday, June 20

Latin *c* (Cicero) 9–11
Latin *p* (advanced sight translation of prose) 9–11
Latin *a*, i. and ii. (grammar and elementary prose composition) . 11.15–12.30
Latin *dq* (Virgil's Æneid, Books I–VI, and sight translation of poetry) 1.30–3.30
French *b* (intermediate French) . 3.45–5.45
Latin *q* (sight translation of Latin poetry) 1.30–3.30
French *bc* (intermediate and advanced French) . . . 3.45–5.45

Friday, June 21

English *a* (reading and practice) 9–11
Latin *l* (prose composition) . 11.15–12.30
English *b* (study and practice) . 1.30–3.30
Chemistry 3.45–5.45
Geography 3.45–5.45
Greek *c* (Homer's Iliad, Books I–III) 3.45–5.45
Greek *h* (sight translation of Homer) 3.45–5.45
Greek *ch* (Homer's Iliad, Books I–III, and sight translation of Homer) 3.45–5.45

Saturday, June 22

Greek *b* (Xenophon's Anabasis) . 9–11
Drawing 9–11
Mathematics *b* (advanced algebra) 9–11
Greek *a*, i. and ii. (grammar and elementary prose composition) 11.15–12.3
Mathematics *e* (trigonometry) . 1.30–3.30
Mathematics *f* (plane trigonometry only) . . . 1.30–3.30
Mathematics *g* (spherical trigonometry only) . . . 1.30–3.30
Greek *g* (sight translation of prose) 1.30–3.30
Greek *f* (prose composition) . 3.45–5.15

Tuesday, June 18

Mathematics *c* (plane geometry) . 9–11
Mathematics *d* (solid geometry) . 9–11

A High School Course in College English. IV.

(1906-1911)

By MAUD ELMA KINGSLEY, Maine.

(Continued from THE SCHOOL JOURNAL of October 27, page 342.)

FOURTH YEAR—FIRST TERM.

Text-book Work.	*Reading.*	*Topics for Special Study.*
72. Review 57. 73. JOSEPH ADDISON.	*De Coverley Papers.* (*Essays.*)	1. English Essayists. 2. The Spectator. 3. Character Drawing in Sir Roger. 4. Manners and Customs of the Queen Anne Time. 5. Literary Criticism; Study of Addison's Style. 6. Spectator Papers Compared with *Sketch Book*, *Essays of Elia*, and *De Quincey's Essays.*
74. Early English Literature. 75. Age of Chaucer. 76. GEOFFREY CHAUCER.	*Prologue to the Canterbury Tales.* (*Narrative Poem*)	1. Plan of *The Canterbury Tales.* 2. Medieval Manners and Customs. 3. Literary Criticism. 4. Early English Diction. 5. Versification of the *Prologue.* 6. Character Study.
77. Review 29. 78. The New Movement in English Literature Headed by Ruskin and Carlyle. 79. JOHN RUSKIN.	*Sesame and Lilies.* (*Essays.*)	1. Discussion of Title. 2. Ruskin's Line of Argument. 3. *Sesame and Lilies* not Formal Essays.

FOURTH YEAR—SECOND TERM.

Text-book Work.	*Reading.*	*Topics for Special Study.*
80. Review 29 and 14. 81. Review 70. 82. W. M. THACKERAY.	*Henry Esmond.* (*Novel.*)	1. Glimpses of the Queen Anne Time from the Text. 2. Character Study. 3. Literary Criticism. 4. *Henry Esmond* Compared as to Theme and Treatment with *Ivanhoe.*
83. Review 29. 84. ROBERT BROWNING.	*Selected Poems.* (*Lyrics.*)	1. Lyric Poetry. 2. Browning's Peculiarities of Style 3. Literary Merits.
85. Review 29, 78. 86. Study of Burns' Biography. 87. THOMAS CARLYLE.	*Essay on Burns.*	1. Not a Typical Work of its Author. 2. Comparison of *Essay on Burns* with Macaulay's *Life of Johnson* 3. Literary Workmanship of the *Essay on Burns.*

FOURTH YEAR—THIRD TERM.

Text-book Work.	*Reading.*	*Topics for Special Study.*
88. Review 29, 14, 75. 89. CHARLES DICKENS.	*Tale of Two Cities.* (*A Novel.*)	1. The French Revolution. 2. Dickens's Style and that of Thackeray in *Esmond* Compared. 3. Dramatic Intensity of *Tale of Two Cities.* 4. Character Drawing in *A Tale of Two Cities.*
90. Review 9, 10, 11.	*Macbeth.* (*A Tragedy.*)	1. Construction of Shakespeare's Tragedies. 2. The Literary Greatness of *Macbeth.* 3. Treatment of Theme in *Macbeth* Compared with that in *Merchant of Venice.*
91. Review 29, 78, 87.	*Heroes and Hero Worship.* (*Essays.*)	1. Biographical Sketches in the Text. 2. Literary Merits of *Heroes and Hero Worship.* 3. Value to the Student of *Heroes and Hero Worship.*

Prolog to the Canterbury Tales.

High school pupils are far from being too old to enjoy "dressing up." Chaucer's Prolog to the "Canterbury Tales," which is among the readings for college preparatory English, is difficult reading for young pupils, and in the attempt to comprehend the quaint old English of the poet, the pictures of the twenty-nine pilgrims are not seen as clearly as might be.

It would be well worth while to lengthen the general morning exercises for once, or to give part of Friday "rhetoricals" to the Prolog. Have twenty-nine pupils dress to represent the famous Pilgrims, and then have a teacher, or a capable pupil read the descriptions as given below. The costumes may be easily arranged by the aid of a little ingenuity and by borrowing fur collars, ulsters, rain coats, etc. Trust your girls to manage that part.

If you have more girls than boys, as is the case in many high schools, long cloaks, such were often worn in Chaucer's day, will allow girls to represent some of the male characters.

Only the essentially descriptive lines have been culled from the prolog for the reading. The spelling of the text has been modernized to render it easier to read, and in numerous instances a modern word has been substituted for the one used by Chaucer, but which is now obsolete—this not for the students of the Prolog, but for others who may be present to see the Pilgrims on their way to Canterbury.

As the description of each of the characters is read, let the person dressed to represent the character step into view on the platform. After the reading he may sit at one side. After the reading is completed, the twenty-nine pupils should march, single file, in silence, around the room, and out.

This little side play of school life will occasion laughter, but the pupils will comprehend Chaucer and his vivid descriptions in a way they will never forget.

When that April with his showers sweet
The drought of March hath pierced to the root,
And bathéd every vine in such liquor,
Of which vertu engendered is the flower;
When Zephirus eek with his sweet breath
Inspired hath in every grove and heath
The tender crops, and the young sun

Hath in the Ram his half course y-run,
And small fowls maken melody,
That slepen all the night with open eye,
* * * * *
Then longen folk to go on Pilgrimages.
* * * * *
And specially from every shire's end
Of England, to Canterbury they wend,
The holy blissful martyr for to seek,
That them hath helpen, when that they were sick.

Befell that, in that season on a day,
In Southwerk at the Tabard as I lay
Ready to wenden on my pilgrimage
To Canterbury with full devout courage,
At night was come into that hostelry
Well nine and twenty in a company,
Of sundry folk, by adventures y-fall
In fellowship, and pilgrims were they all,
That toward Canterbury woulden ride.
* * * * *
A Knight there was, and that a worthy man,
That from the time that he first began
To riden out, he loved chivalry,
Truth and honor, freedom and courtesy.
Full worthy was he in his lord's war,
And thereto had he ridden (none more far)
As well in Christendom as heathenesse,
And ever honored for his worthiness.
* * * * *
And of his port as meek as is a maid,
He never yet no villainy e'er said
In all his life, un-to no manner wight.
He was a very perfect, gentle knight.
But for to tellen you of his array,
His horse was good, but he was not gay,
Of fustian he wared a gipoun*
All be-soiléd with his habergeoun;†
For he was late y-come from his voyage,
And wente for to make his pilgrimage.
With him there was his son, a young Squire,
A lover, and a lusty bachelor,
With locks curled, as they were laid in press.
Of twenty years of age he was, I guess.
Of his stature he was of even length,
And wonderfully active, great of strength.
And he had been some time with cavalry,
In Flanders, in Artoys, and Picardy,
And bore him well, for so short a space,
In hope to standen in his lady's grace,
Embroidered was he, as it were a mead
All full of freshe flowers, white and red.
Singing he was, or fluting, all the day;
He was as fresh as is the month of May.
Short was his gown, with sleeves long and wide,
Well could he sit on horse, and faire ride.
He could songes make and well endite,
Just and eek dance, and well portray and write.
A Yeoman had he, and servants namo
At that time, for it pleased him to ride so;
And he was clad in coat and hood of green;
A sheaf of peacock-arrows bright and keen
Under his belt he bare full thriftily;
* * * * *
(His arrows drooped not with feathers low),
And in his hand he bare a mighty bow.
A cropped head had he, with a brown visage.
Of wood-craft well could he all the usage.
Upon his arm he bare a gay bracer,
And by his side a sword and bokeler,
And on that other side a gay dagger,
Harnessed well, and sharp as point of spear.
A Christopher on his breast of silver sheen.
An horn he bare, the bawdirk was of greene;
A forester was he, soothly, as I guess.

There was also a Nonne, a Prioresse,
That of her smiling was full simple and coy;
Her greatest oath was but by St. Loy;
And she was calléd Madame Eglantine.
Full well she sang the service divine,
Entunéd in her nose full semely;
And French she spake full fair and fetisly,
After the school of Stratford at Bowe,
For French of Paris was to her unknowe,
At meat well y-taught was she withal;
She let no morsel from her lippes fall;
Nor wet her finger in her sauce deep.
Well could she carry a morsel, and well keep.
* * * * *
She was so charitable and so pious,
She would weep, if that she saw a mouse
Caught in a trap, if it were dead or bled.
Full seemly her wimpel plaited was;
Her nose quite long, her eyes as gray as glass;
Her mouth full small, and thereto soft and red;
But certainly she had a fair forehead;
It was almost a span broad I trowe,
For surely she was not undergrow.
Full dainty was her cloak, as I was ware,
Of small coral about her arm she bare
A pair of beads, guarded all with green;
And thereon hung a brooch of gold full sheen,
On which there was first writ a crowned A,
And after, *Amor vincit omnia.*
Another Nonne with her had she,
That was her chaplain, and Priestes three.

A Monk there was, a fair one for the mastery,
An out-rider that lovéd venerye;
A manly man, to be an abbot able.
Full many a dainty horse had he in stable:
And, when he rode, men might his bridle hear
Jingling in a whistling wind as clear,
And quite as loud as doth the chapel-bell,
There as this lord was keeper of the cell.
The rule of Saint Maur and of Saint Benedict,
Because that it was old and somewhat strict,
This ilke monk let old things pace,
And held after the new world the space.
He gave not for that text a plucked hen,
That saith, that hunters be not holy men;
* * * * *
Of riding and of hunting for the hare
Was all his lust, for no cost would he spare.
I saw his sleeves edgéd at the hand
With fur, and that the finest of the land;
And, for to fasten his hood under his chin,
He had of gold y-wroght a curious pin:
A love-knot in the greater end there was.
* * * * *
He was a lord full fat and in good point;
His eyes were bright, and rolling in his head.
* * * * *
No certainly he was a fair prelate.
* * * * *
A Friar there was, a lively and a merry.
* * * * *
In all the orders four is none that can
So much of dalliance and fair language.
* * * * *
There was no man nowhere so virtuous.
He was the best beggar in his house.
* * * * *
He was not like a cloisterer,
With a threadbare cope, as is a poor scholar,
But he was like a master or a pope.
Of double worsted was his semi-cope,
That rounded as a bell out of the press.
Somewhat he lisped, for his wantoness
To make his English sweet upon his tongue;
And in his harping, when that he had sung,
His eyen twinkled in his head aright,
As do the stars in the frosty night.
This worthy beggar was named Huberd.

The remaining characters will be described in a later number of THE SCHOOL JOURNAL.

* Tight-fitting vest. † Hauberk.

Kindergarten Principles in Later Education.

By WARREN L. KAUFFMAN, LL.B., A.M., Principal P. S. No. 19, Yonkers, N. Y.

Much has been said and written concerning a certain gap supposed to exist between the kindergarten and the elementary schools. Satirical commenttaries are occasionally read, purporting to prove that a child, upon entering regular school life, is "all at sea" with regard to school duties in general, and that his teachers are obliged to undo all the evil habits that he has contracted in the kindergarten and set him upon a new course before he can begin his education proper.

On the other hand, the kindergarten has proved itself an ideal method of educating young children. Who, or what, then, is responsible for this gap, which has seemed such a bugbear? Must all the kindergarten method be revolutionized, or may kindergarten principles be profitably applied later to education and the much-desired continuity thus be secured?

Current thought is tending towards placing emphasis upon the learner rather than upon the system. We are gradually coming to realize that as growth is an individual process, education must also be individual. In order that education may be effective, it must recognize the natural laws of human growth and furnish the environment necessary to stimulate the powers of each individual child. The kindergarten has always recognized the need of individualization. The elementary, grammar, and high schools have not generally done so, but have too often tried to make men and women "to order," so to speak, and have accordingly fallen short of the highest service which they might perform.

As a rule, the pupils are all required to pursue the same work, regardless of the end in view. Should not the ultimate goal of various pupils be a potent factor in determining the details of their work? Many boys will go directly from the public school into business. Positions open to such boys will demand, not so much technical knowledge of a more advanced sort, as good health, physical and moral; common sense, which is all too uncommon; and power of concentration. Now, concentration is a habit that can best be formed in early life; what better place can be found for this acquisition than the secondary school? Until recently, the crowded curriculum and the amount of subject matter covered each year in the high school course, made any concentration on the part of the average pupil wellnigh impossible; it is an encouraging fact, however, that in many of our high schools, the work is being adapted to this end.

Should college-preparatory and non-preparatory pupils receive identically the same training? Originally the high school, which was the offspring of the old academy, devoted its entire energy to the preparation of students for college; and the non-preparatory student obtained whatever help he could from the course. The time has come, however, when the general public, which pays for the maintenance of public education, and in whose interests the schools are ostensibly conducted, is presenting the claim that the schools should consider not only the favored few who are making the high school a stepping-stone to college, but the many whose school education must terminate with that memorable occasion known as the High School Commencement; and this claim is being gradually recognized. Elementary and secondary school education should provide that training for citizenship which is the best possible preparation for after life. By a broad course of study, that will accomplish this aim, the college-preparatory student will be all the better equipped, while the interests of the large percentage of non-preparatory students may thus be conserved.

Secondly, the kindergarten, while putting a sufficiently high estimate upon knowledge, values the child more than it values the subject matter to be acquired by him, realizing that the knowledge must be but a useless aggregation of facts unless perfectly assimilated and placed at the service of the individual possessing it. In a certain city high school, a few years ago, the graduating class was conspicuous for the number of pupils included in its ranks who had about all they could do, physically, to complete their course. They came upon the Commencement platform with pale faces, heavy eyes, and a look of weariness mingled with relief at the completion of their high school course. Each carried away a diploma, to be sure; but many had shockingly little energy left to put into their college course, or whatever work they wished to take up after graduation. More importance seemed to be attached to the number of hours of work that they could do than to their health. One member of this class had come to a teacher asking permission to drop a certain subject in the middle of the term. Asked her reason, she stated that, unless she drank strong coffee at the evening meal, she could never stay awake late enough to do all her home work, and her mother wished her to drop a subject. This was but one of many criticisms of the heavy amount of outside study then required, which, in many cases had to be done in homes where circumstances were most unfavorable for concentrated study, and at the sacrifice of due attention to recreation and health.

It is conceded that the curriculum of our high schools has been too crowded. It has been found necessary, in many instances, either to extend the course in length, or to eliminate the non-essentials, so that the subjects pursued may be less superficially grasped, the natural aptitudes of the pupils may be discerned and considered—after the manner of the kindergarten—and, at the same time, the health of the pupils be preserved.

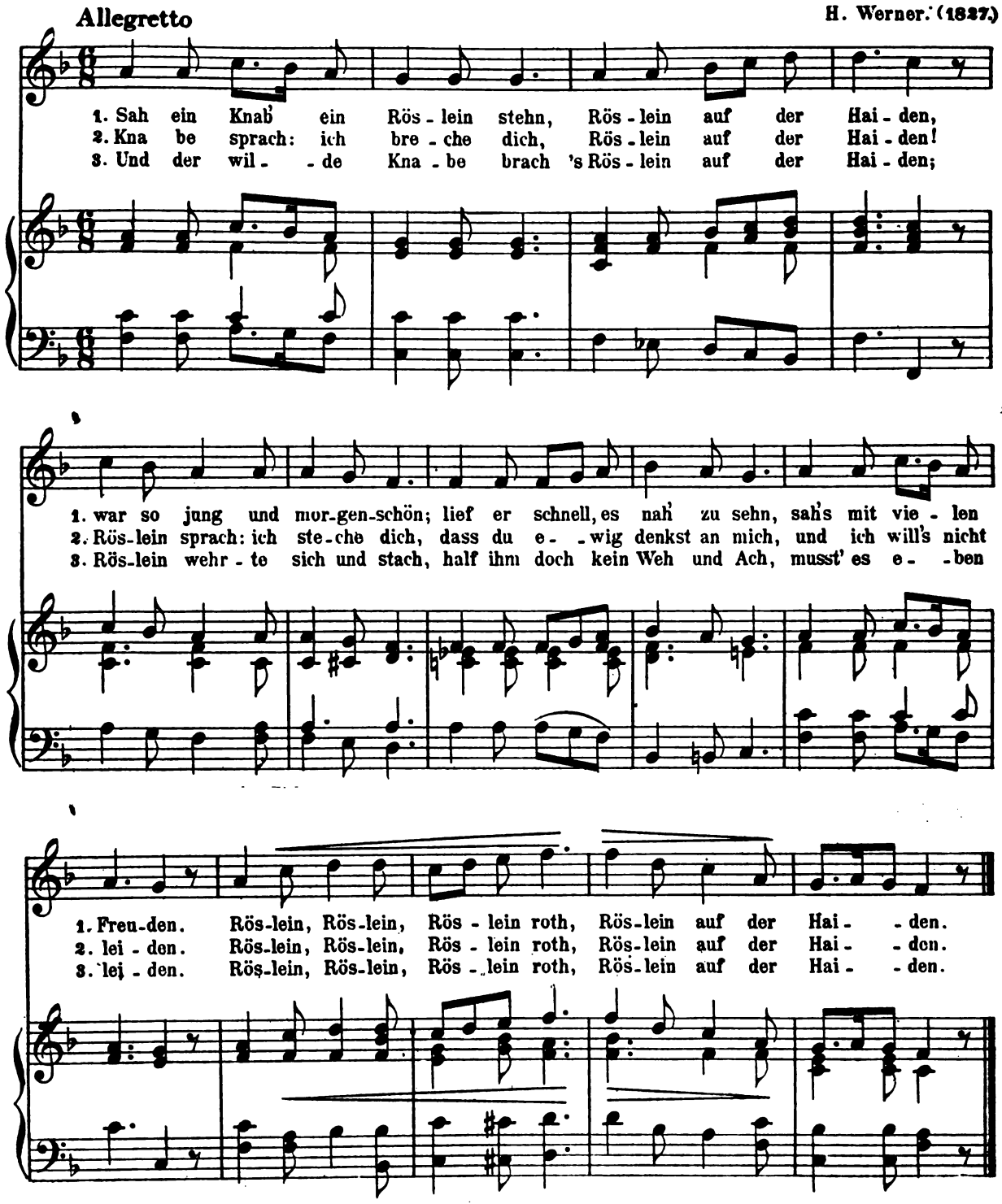
Again, the kindergarten respects the spontaneity of the child. He is not guided too much. He does not need to have his imitative faculties strengthened; for every normal child is a born imitator. He is given materials and, under proper guidance, allowed to work out his own designs and problems. In this way, his interest never flaggs; and self-expression, which is the proper goal of his instruction, is admirably secured. Has not the criticism too often been well-founded, that, in grammar and secondary schools, the pupils are all cast in the same mold and the process of instruction is mechanically uniform; that self-activity, the development of which in every individual is essential to that growth of power which is the ultimate end of education, is sadly neglected? Should a pupil who has a natural aptitude for science and finds history exceedingly difficult, be compelled to spend forty, even sixty, weeks in the pursuit of a twenty weeks' subject in history? Should a girl who finds mathematics her only bugbear be obliged to spend two years in a vain endeavor to master a year's work in geometry—a course of action which, all too often, drives out of school before the senior year, pupils who, allowed a little more latitude, might at least complete a high school course and thus have a partial equipment for life, which will constantly present problems too complicated for the untutored mind? Education should produce trained, independent, self-reliant workers: the kindergarten successfully takes the first step in that direction, and higher education is at last awa!-

ing to its privilege by following the lead of the kindergarten and aiming to complete the process thus begun.

Finally, the kindergarten aims from the first to make the child "not merely submissive and responsive, but suggestive, inventive, creative." Until the schools and colleges shall have learned to pursue this same course, education will not attain its highest purpose. Dr. G. Stanley Hall says: "As the elective system is working its way down toward high, and even grammar, school grades, it becomes more important to fit it to the nature and needs of individual children, in order that the school may become a life-and-career-saving institution. Child-study is helping to break down the partition betwe grades of work, so that the kindergarten and t university professor can co-operate in the sa task." The criticism is heard that "the kinde garten has been narrow, that it has been concern mainly with the preservation of its own existen and the spreading of its particular ideas, instead joining hands readily with other educational force May it not be true that the fault has been at t other end of the educational system; that, in ord to fulfil the highest conception of education, namel "the continuous development of the whole indivi ual"—the elementary and secondary schools a the colleges might do well to follow the path mark out by the kindergarten?

Haidenröslein

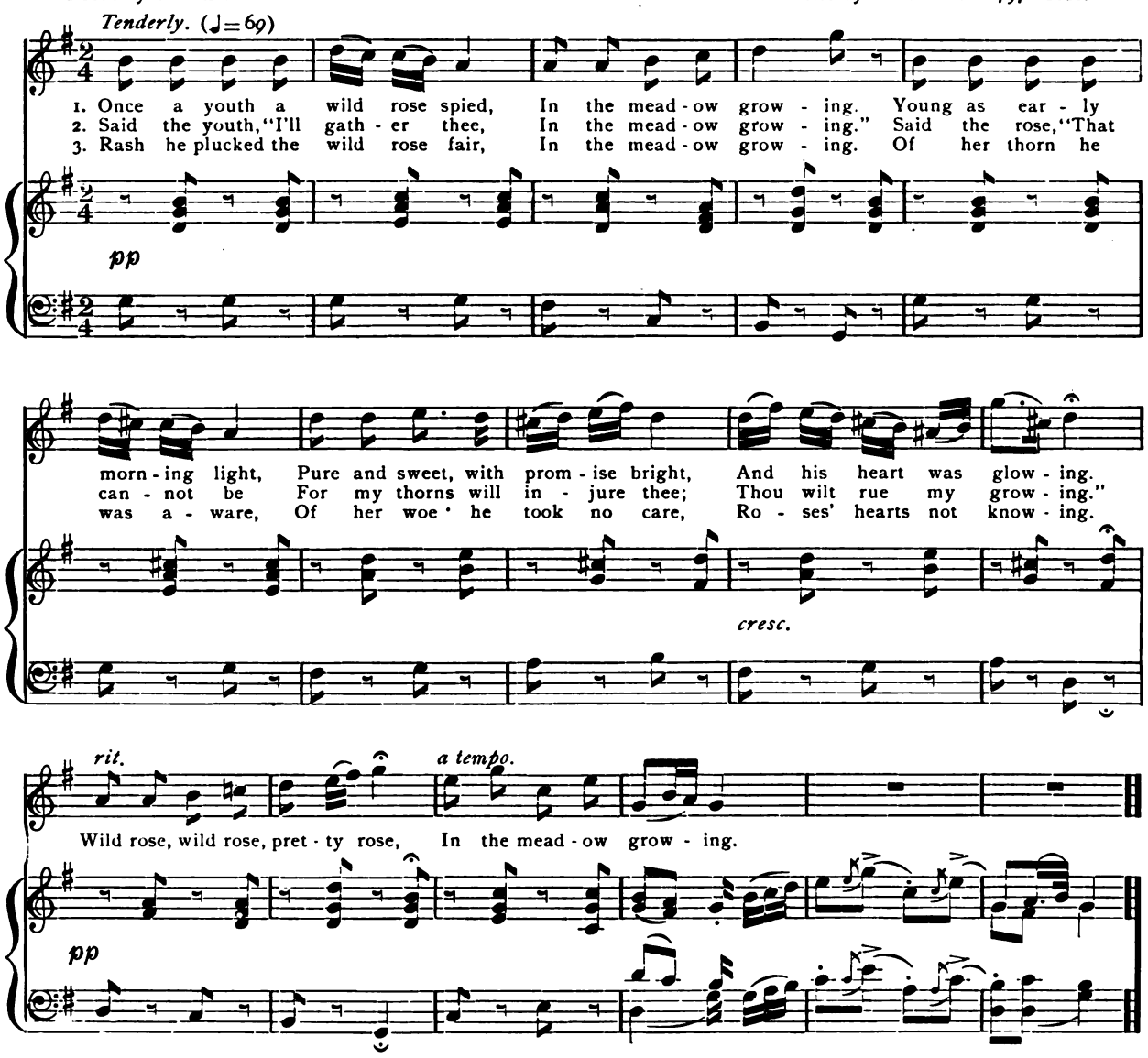
Wolfgang von Goethe (1771)



[Ossian Lang's free translation of the poem is given on the opposite page.]

THE WILD ROSE.

Poem by GOETHE. Music by SCHUBERT. 1797—1828.



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Coming Meetings.

November 26-28.—State Association meeting at Portland, Ore.

November 26-28.—State Association meeting at Pendleton, Ore.

November 27-30.—Educational Conference at Richmond, Va. Conference will include meetings of Division Superintendents, Co-operation Educational Association, State Teachers' Association.

Thanksgiving Week.—The Eastern Ohio Association usually meets on Friday and Saturday of Thanksgiving week.

November 30-December 2.—The Social Education Congress, at Boston. Frank Waldo, Corresponding Secretary, Room 16, Rogers Building, Boston, Mass.

December.—Northwestern Nebraska Educational Association. For date and place of meeting write Supt. D. W. Hayes, Alliance.

December 1-3.—Southeastern Minnesota Educational Association meets at Winona. W. F. Kunze, president.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26, 27, 28.—New Jersey State Teachers' Association, at Atlantic City.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

Holiday Week, 1906.—State Teachers' Association, Syracuse, N. Y.

Holiday Week, 1906.—Associated Academic Principals, Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.

December—during holiday week.—Washington Educational Association will be held in Bellingham, Wash.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis

December 27-29.—State Teachers' Association will meet at Milwaukee. Lectures will be held in the evening of the first and second days of the meeting.

December 27-30.—Southern Educational Association will meet at Montgomery, Ala.

December 27, 28, 29.—Idaho State Teachers' Association will meet at Boise.

That tired feeling is a burden you need not carry. Hood's Sarsaparilla will rid you of it and renew your courage.

Our Lapses in Pronunciation.

SOME OF THOSE WE ARE INCLINED TO PRIDE OURSELVES ON.

William Everett in the Boston *Transcript*.

[Slightly Abridged.]

Language is speech, and whatever skill a student of literature or a writer of prose or verse may have in handling words, grammar, or style, if when he comes to open his mouth there are uncouth tones, misplaced accents, provincial twang, or fantastic cadence, there is no true mastery of our language. Few things are more painful than to hear an attempt to read or speak French by some man—sadder still, by some woman—who has been carefully taught the elaborate mispronunciation which prevails in many of our higher seminaries. Dr. Holmes has satirized the poor girls at the Apollinean Institute, who had to choose between French as taught by Miss Crabs in the ahvahng and pahndahng style, and that derived from Herr Schneider, who taught in the ahfaung and bondaung style.

When Dr. Bowditch was desirous of prosecuting his mathematical studies in French treatises, Salem readily furnished a broken-down gentleman from Paris who was ready to teach "le grand langage." Dr. Bowditch began by stipulating that as he only wanted to read the language, and never would have to speak a word of it, he should be taught it without any attempt at pronunciation, but giving the English sound to the letters. The Markee consented, or rather his poverty and not his will consented, after many protests. But in the very first lesson, when "Comment vous portez-vous" or some equally familiar phrase had been uttered by the great calculator as if it were English, the Markee threw up his hands to his ears and protested he would rather starve than attempt to teach such maimed and disfigured stuff—and he was right.

But it is well known that one may study the sounds and cadences of a foreign language with the best teachers for years, and never be able to catch that mysterious thing called accent—not that it never is caught; but that true keenness of ear, added to the flexibility of tongue, seems to be a specific gift to be cultivated, but rarely implanted. There is no telling what charming French and Italian sounds may issue from a mouth whose dealings with its vernacular are intimate. We know that in France, in Italy, and still more in Germany, old race distinctions come out in accent when they are lost in every other point of view. Even in France, Paris is not allowed to be all supreme as arbiter of language.

But how many Americans, how many Englishmen, realize that in little England there are still abundant traces uneffaced in their speech of the Seven Kingdoms, the conquered Britons, and the invading Danes and Normans? I do not mean in such poems as Tennyson's "Lincolnshire Farmer," or Barnes's "Dorsetshire Idylls"; I do not mean the extreme uncouthness of the border counties, or the abomination of a true London cockney—a name, by the way, perfectly appropriate to Milton. I mean that a cultivated Yorkshireman or Lancastrian does not talk like a Devonian or an East Anglian. I said to a Devonshire lady, accomplished in every possible way, that we always called her county's great hero "Rawleigh." She told me that she never conceived of his being called anything else. Yet many people in London society, who claim to be unimpeachable talkers, call him Rahleigh, Ralleigh, or Rayleigh. But it is chiefly in the intonations—the cadences—that an Eastern Englishman differs from a west or north countryman, almost as much as all from a Scotchman. To us they all seem pretty much alike—all have what Englishmen howl at as an absurd word, but which exists, nevertheless, "the English accent."

But we feel it ourselves. We are thoroly well aware that in our big country, with so many differences of race, climate, and social standards, there must be differences of tone and dialect. It is really touching to note how every district is convinced that its own twang is the real true English or American, if you prefer. A young Southern friend, most emphatically F. F. V., a bird of the highest flight, informed me at our first interview that he should have known that I was a Yankee. I acknowledged the terrible fact, and, moreover, disclaimed having ever tried or wished to appear anything else. "I should know it," he said, "by the way you speak." "Probably." "You say noo and constitootion." "I know it; that is a New England fault." "Would you know me for a Southerner?" "Certainly." "How, pray?" "By the opposite error; instead of do, you say du, with almost the sound of a French u."

If a schoolmaster is fortunate enough to have under his care pupils from many parts of the country, he will, if he has the courage, tackle the labor of bringing all to a state of enunciation which will be recognized by every one as cultivated and correct, yet not unnatural.

In this last lies the terrible danger. Our teachers, male and female alike, in the hope of curing not only provincialisms, of which few of them see any variety, but also the slouch and vulgarity which is found in all communities and countries, have inculcated a forced, unnatural delivery of vowels and consonants, which is neither English nor American, urban nor rustic, but thoroly deserves to be called by that vile word, wholly useless except as a word of contempt—pedagogic. When a cultivated Englishman speaks, we may think his sentences have a queer cadence, and that he puts his accents and sounds his vowels in many words otherwise than we think right; sometimes, in a set speech, he hesitates what word to use, and, as Dr. Holmes says: "Strews his pathway with those dreadful ur's."

But the words, when they do come, come simply and surely. He does not utter them as if he were afraid of getting wrong. On the other hand, many Americans, who have occasion to talk much in public, enunciate every vowel and consonant with such extreme precision that they simply pronounce wrong in their efforts to be right.

The precisians who control the pronunciation of a large part of our youth have a theory that every vowel should be sounded, and with one of its simple or primitive sounds. They have never learned the obscure vowel, which is yet properly described in the best pronouncing dictionaries. I have known a very distinguished statesman, who always said po-litical; I have an intimate friend who pronounces that adjective like the verb to intimate; not a few of my acquaintances talk of Mann Chester, Winn Chester, Door Chester, and the like. I had far rather hear an old settler say Dotchester; for the word comes easily from his tongue, and his second syllable is not sounded as in the simple chester. Thank heaven, the Worcester and Gloucester people have not tortured their glorious old names into Woosester and Glossester; but others sound that

silent syllable for them. A few years ago, Americans speaking of the English Prime Minister would call him Sallisberry; the idea of not knowing how to call Mr. Webster's birthplace! They will say bannquet, tho they never say bank; they will sound the o in monk and mongoose as in donkey, when they have monkey at hand to warn them; and they will talk of a constable, and make the middle syllable of attorney rhyme with corn. Worst of all, I have heard Lincoln called Linncoln as if the first syllable were a Scottish waterfall instead of part of a golf field.

No doubt it is bad to say Merrica for America, fambly for family, and slavry for slavery; but it is as bad to say Aymerica, and horrible to say beehave, beehind, beeware, reeport, instead of giving the obscure e. When I was a boy, old-fashioned folks pronounced the word government as is generally done in England; that is, the n was completely dropped; the second e was obscure, and the r was not dropped (as our Western friends suppose), but used up in giving the e its peculiar sound. This is the real philosophy of the so-called silent r in an old England or New England or Virginian mouth; cart differs from cat, fern from fen, twirl from twill, sort from sot, and burn from bun, in the changed sound of the vowel, which is the work and the entire work of the r. When the r has to be sounded, the vowel keeps its short sound. To pronounce the o in forest like the o in fortune, or the u in current like the u in curtain, is the mark of bad training.

There are those who say England and English with the sound of eng in length and strength; but in spite of all nonsensical efforts at "fonetic" spelling, those words are Ingland and Inglish in their sound. But of all mistaken purism perhaps the silliest is that which tells you to say "I eight an apple," instead of "I et it," the past tense of eat, whether spelled ate or eat, being, according to the most refined usage of those who speak their own language unconsciously, rhyming with met.

It is a very old remark that English tends to throw back the accent from its original place. This is undoubtedly true in many words; in some we can tell within a few years when the change found general acceptance. In "John Gilpin," published about 1780, we have balco'ny; but in Lockhart's "Spanish Ballads," in 1823, it has become balcony, and we know that Samuel Rogers never could accept the change. But what justification have Americans now for saying in'quiry and ad'dress? The old spelling enquiry shows the falsity of the former.

The name of Scott's son-in-law, by the way, mentioned above, is a good instance of the painful attempt at accuracy which injures American pronunciation. Most people here say with great effort Lock Heart; but in England it is like Lockert, with a little burr in Scotland. I have myself been strongly censured in Charleston, S. C., where the standard of good speech is very high, for saying simply ancestors, passing over the last two syllables rapidly instead of ann sesstors, as they thought best; and that from people who contract Desaussure, Horry, Porcher, and Prioleau in the strangest way, the third becoming little more than a sneeze.

"Often." Why will so many dear people insist on sounding the t in this word? They would never sound it in soften. Let them try sounding the first t in oftentimes and see what a jarring effect it has.

Why does our gallant army, thru the mouths of its officers, call for rashions, and the civilian echo in saying that sound is neither raytional nor naytional? Why do some navy men pronounce "guns" with a kind of gasp in the throat, as if swallowing a cannon-ball? I knew a very worthy lieutenant-commander who always talked of sleeping on a mattrass, which is an obsolete chemical vessel. In this case he spelled his bed wrong as well as misaccenting it.

It is true that the ancient English tendency is to throw back the accent; and I suppose in accordance with it Yankee schools will have re'cess to the end of time. But why, per contra, do Americans think that all foreign words are accented on the last? Why do they call Shakespeare's river the Avon; why did they use to call a celebrated juggler Hermann, and an esteemed confectioner Fera? Why, why do street-car conductors say Hur'on Avenue? Many French grammars lay down, by no means correctly, that all French words accent the last syllable. Hence, we have in a collection of ballads for school reading, a direction that Ivry is pronounced Ivry'. It is not so in French; but if it were, it is not so in Macaulay's poem, any more than his Henry is Henri'. But teachers must have a uniform rule; such was the defence made for jouncing the melody of a noble line of poetry.

Poem for the French Class.

The following little French poem by Achille Fréchette appeared in a recent number of the Boston *Transcript*, with the translation by E. W. T. Pupils who are studying French will enjoy making a translation of the poem and then comparing their work with the poetic translation given herewith.

Chanson D'Automne.

Sans éclat, sans couleur, sans parfum, vaines ombres,
Sur mon chemin distrait passez, passez sans nombres:
Dans l'embrun de mon rève elle a mis sa beauté,
Sa troublante beauté!

En mon ciel gris, trainant leurs heures indolentes,
Les jours ternes suivaient les nuits froides et lentes:
Dans l'ennui de ma vie elle a mis sa gaité!
Son esprit, sa gaité!

Fruits et bleds sont tombés, mares et nids sont vides;
L'air a durci la glèbe, et d'un pas presque lourd
Depuis longtemps j'allais seul en sentiers arides:
Dans la soif de mon cœur elle a mis son amour,
Le vin de son amour!

Fleurs tardives, donnez vos odeurs! O ramées,
Sur lesquelles encor l'oiseau vient se poser,
Chantez a mille voix! Vivez, choses aimées!
Sur l'ardeur de ma lèvre elle a mis son baiser,
Sa lèvre, son baiser!

—Achille Frechette.

Autumn Song.

There was along my lengthening way no splendor,
Perfume nor color in the passing dream,
Till thru the twilight glowed her lovely, tender,
And thrilling beam.

Blank hours beneath my sky of gray dragged weary,
A somber evening crept athwart my goal;
Into my tedious life she brought her cheery
Delightsome soul.

All nests and fields were vacant, fruits had vanished,
Harder my path with frostening airs above;
Parching so long alone, as one that's banished;
Into my thirsting heart she poured her love,
Her wine of love!

Late flowers, breathe your fragrance! Oh rejoicing
Branches, once more the alighting birds bring bliss!
Dear songsters, with a thousand anthems voicing
My joy that she hath given my lips her kiss,
Her lips, her kiss!

—E. W. T.

A German Counting Out Rhyme.

Ein, zwei,
Polizei,
Drei, vier,
Officier,
Fünf, sechs,
Alte Hex,
Sieben, acht,
Gute Nacht,
Neun, zehn,
Auf Wiedersehn,
Elf, zwölf,
Junge Wölf,
Dreizehn, vierzehn,
Blaue Schürzen.

Chapman's Translation of the Iliad.

Teachers who are this year ushering classes of pupils thru the first three books of Homer's Iliad will enjoy having at hand the translation by George Chapman, which was started in THE SCHOOL JOURNAL for September 29, and which will be continued thru various high school numbers of this periodical until the first three books have thus been completed. Pupils will enjoy reading aloud or hearing read portions from the translation. Previous instalments of the translation have appeared in the numbers for September 29 and October 27.

NESTOR AS PEACEMAKER.

Up to both sweet-spoken Nestor stood,
The cunning Pylian orator, whose tongue pour'd forth a flood
Of more-than-honey-sweet discourse; two ages were increast
Of diverse-languaged men, all born in his time and deceast,
In sacred Pylos, where he reign'd amongst the third-ag'd men.
He, well-seen in the world, advis'd, and thus exprest it then:
"O Gods! Our Greek earth will be drowned in just tears; rapefull Troy,
Her king, and all his sons, will make as just a mock, and joy,
Of these distinctions; if of you, that all our host excell
In counsell and in skill of fight, they hear this. Come, repell
These young men's passions. Y'are not both, put both your years in one,
So old as I. I liv'd long since, and was companion
With men superior to you both, who yet would ever hear
My counsels with respect. My eyes yet never witness were,
Nor ever will be, of such men as then delighted them;
Pirithous, Exadius and god-like Polypheme,
Caeneus, and Dryas prince of men, Aegean Theseüs,
A man like heaven's immortals formed; all, all most vigorous,
Of all men that even those days bred; most vigorous men, and fought
With beasts most vigorous, mountain beasts, (for men in strength wer nought
Matcht with their forces) fought with them, and bravely fought them down
Yet even with these men I converst, being called to the renown
Of their societies, by their suits, from Pylos far, to fight
In th' Asian kingdom; and I fought, to a degree of might
That helpt even their mights, against such as no man now would dare
To meet in conflict; yet even these my counsels still would hear,
And with obedience crown my words. Give you such palm to them;
'Tis better than to wreath your wraths. Atrides, give not stream
To all thy power, nor force his prise, but yield her still his own,
As all men else do. Nor do thou encounter with thy crown,
Great son of Peleus, since no king that ever Jove allow'd
Grace of a scepter equals him. Suppose thy nerves endow'd
With strength superior, and thy birth a very goddess gave,
Yet he of force is mightier, since what his own nerves have
Is amplified with just command of many other. King of men,
Command thou then thyself; and I with my prayers will obtain
Grace of Achilles to subdue his fury; whose parts are
Worth our entreaty, being chief check to all our ill in war."

A FIERCE DEBATE.

"All this, good father," said the king, "is comely and good right;
But this man breaks all such bounds; he affects, past all men, height;
All would in his power hold, all make his subjects, give to all
His hot will for their temperate law; all which he never shall
Persuade at my hands. If the gods have given him the great style
Of ablest soldier, made they that his licence to revile
Men with vile language?" Thetis' son prevented him, and said:
"Fearful and vile I might be thought, if the exactions laid
By all means on me I should bear. Others command to this,
Thou shalt not me; or if thou dost, far my free spirit is
From serving thy command. Beside, this I affirm (afford
Impression of it in thy soul) I will not use my sword
On thee or any for a wench, unjustly though thou tak'st
The thing thou gav'st; but all things else, that in my ship thou mak'st
Greedy survey of, do not touch without my leave; or do,—
Add that act's wrong to this, that these may see that outrage too,—
And then comes my part; then be sure, thy blood upon my lance
Shall flow in vengeance." These high terms these two at variance
Us'd to each other; left their seats; and after them arose
The whole court. To his tents and ships, with friends and soldiers, goes
Angry Achilles. Atreus' son the swift ship launcht, and put
Within it twenty chosen row'rs, within it likewise shut
The hecatomb t' appease the God; then caus'd to come aboard
Fair-cheekt Chryseis; for the chief, he in whom Pallas pour'd
Her store of counsels, Ithacus, aboard went last; and then
The moist ways of the sea they sail'd. And now the king of men
Bade all the host to sacrifice. They sacrific'd, and cast
The offall of all to the deeps; the angry God they grac't
With perfect hecatombs; some bulls, some goats, along the shore
Of the unfruitful sea, inflam'd. To heaven the thick fumes bore
Enwrapp'd savours. Thus, though all the politique king made shew
Respects to heaven, yet he himself all that time did pursue
His own affections; the late jar, in which he thunder'd threats
Against Achilles, still he fed, and his affections' heats
Thus vented to Talthybius, and grave Eurybates,
Heralds, and ministers of trust, to all his messages.
"Haste to Achilles' tent; where take Briseis' hand, and bring
Her beauties to us. If he fail to yield her, say your king
Will come himself, with multitudes that shall the horribler
Make both his presence, and your charge, that so he dares defer."
This said, he sent them with a charge of hard condition.
They went unwillingly, and trod the fruitless sea's shore; soon
They reacht the navy and the tents, in which the quarter lay
Of all the Myrmidons, and found the Chief in their sway
Set at his black bark in his tent. Nor was Achilles glad
To see their presence; nor themselves in any glory had
Their message, but with reverence stood, and fear'd the' offended king,
Askt not the dame, nor spake a word. He yet, well knowing the thing
That caus'd their coming, grac'd them thus: "Heralds, ye men that bear
The messages of men and gods, y' are welcome, come ye near.
I nothing blame you, but your king; 'tis he I know doth send
You for Briseis; she is his. Patroclus, honour'd friend,
Bring forth the damsell, and these men let lead her to their lord.
Before us mortals, and before your most ungentle king,
Of what I suffer, that, if war ever hereafter bring
My aid in question, to avert any severest bane
It brings on others, I am scus'd to keep mine aid in wane,
Since they mind honour. But your king, in tempting mischief, raves,
Nor sees at once by present things the future; how like waves
Ills follow ills; injustices being never so secure
In present times, but after-plagues even then are seen as sure
Which yet he sees not, and so soothes his present lust, which checkt,
Would check plagues future; and he might, in succouring right, protect
Such as fight for his right at fleet. They still in safety fight
That fight still justly."

Industrial Education.

INTERVIEWS WITH LEADERS IN THE MOVEMENT FOR THE PROMOTION OF INDUSTRIAL EDUCATION.

Industrial education apparently offers the best, if not the only, solution of the problems presented by the increasing difficulties of our industrial situation. American boys do not, will not, and cannot learn trades in the old way of serving an apprenticeship. Moreover, the trades themselves have changed so much that the old way would not be adequate, even if it could be continued. Modern methods of doing business and the progress of invention have profoundly modified and rendered exceedingly complex what was once a very simple matter,—the training of good workmen. Advancing educational standards, and the increasing sense of public responsibility alike demand that the development of economic efficiency be recognized as being quite as legitimate an aim in public instruction as the imparting of any rudiments of literary or scientific culture. It is high time that the subject was studied with the care which its importance deserves. —LESLIE W. MILLER, Principal Pennsylvania Museum and School of Industrial Art, Philadelphia.

Need of Industrial Education.

The great deficiency in the number of trained workmen for skilled production of all sorts is at the present moment the most serious handicap to prevent the industries of this country from reaching a distinctly higher level of output. There is nothing that would swell the national product so much and so surely as a new source of supply for skilled workmen.

By a sort of irony of fate, at a stage when the opportunity before our industries of all sorts was never greater, the apprenticeship system has very largely faded out; and even the constant recruiting of skilled labor by immigration is now falling off, because the industrial progress of Europe is offering greater and greater inducements to the better grades of workmen at home.

Germany has achieved a complete demonstration of the proposition that a skilled labor force, large in number and high in productive achievement, can be developed by means of industrial schools. This leaf we must take out of Germany's book. If Germany discovers a new serum for the cure or prevention of diseases, it is in force with us within a few weeks. Why should we hesitate when Germany works out a device which goes far towards solving the problem of matching the supply of capital for maintaining existing industries, for adding new departments to present plants, and for introducing many new forms of manufacture involving the results of recent scientific and artistic progress?

Germany sent a commission to this country to visit the St. Louis Fair. The members of this commission reported when they reached home that there was no fear of American competition so long as the American manufacturer was "so cock sure."

The prime essential of the wealth of the country is on the productive capacity of the people. One of the chief objects,—if not the greatest one of all,—in an educational system, is to develop productive efficiency. Ninety-five per cent. of the children of the country get no education beyond the grammar school, and are sent into the world with no concrete preparation for earning a livelihood, so far as our scheme of education is concerned. It is as if we went thru all the processes of making an edge tool,—forging, molding, tempering, and even polishing it,—but forgot to put the edge on.

The chief economic resources of a country being in the productive capacity of the rising generation, we are at present wasting, or worse than wasting, at least two years in the life of certainly a majority of our boys and girls. Taking it for granted that all children should be in the grammar school up to the age of fourteen,—when they get beyond that stage they find no suitable opportunity of employment. Employers in the skilled industries are more and more declining to take on boys under the age of sixteen. The body and the mind are not ready until that age to undertake the responsibility of productive labor. The result is that the boys go into distinctly juvenile employments which last two or three years, during which time they learn little or nothing, and are often demoralized, so that at the end of this period they are fit only to swell the ranks of the unskilled and unemployed. At the same time we learn from our most enlightened educators that these two now wasted years are among the best years in the whole span of life for the acquisition of the kind of training which gets at the source of growth in productive intelligence.—ROBERT A. WOODS, South End House, Boston.

Boys to Have a Better Chance.

The need of industrial education as now felt by the manufacturer is a need very vital, and one that is rapidly increasing.

Mechanical industry is already limited by the scarcity of the skilled workman and the quality of the shop—skill needs to be raised by combining suitable mental discipline with skill. The demand for more and higher grade mechanics is felt in every line of industry. The same dearth of skill is reported from every part of the land. I know of many thriving mechanical industries that could be doubled if sufficient workmen of high grade could be secured. The capital, the market for American goods, the organizing force, and the engineering ability are all easily obtainable; but when we come to secure men of the grade of machinist, moulder, and pattern-maker, we find further expansion is limited until we have more skilled workmen. And it is difficult to find boys who are inclined to learn these trades. We need suitable training shops where the apprentice can learn the trade of his father, under brighter conditions than the ordinary shop affords.

Industrial education should aim for two things; viz.: High grade mechanical skill, and suitable schooling. Our present school system meets the demand for school-book education far better than any means we have for securing mechanical skill. We need intelligent, all-round mechanics with considerable mental discipline. In the State of Massachusetts we have, outside of the schools, 35,000 boys and girls between the ages of fourteen and sixteen who have considerable knowledge, but no skill. This great defect among our boys and girls can be remedied by the united co-operation of manufacturers and educators. There is a new interest all over the country in this growing need of mechanical skill.—MILTON P. HIGGINS, Worcester, Mass.

(To be continued.)

The Educational Outlook.

A comparison of statistics of Eastern universities still places Harvard in the lead, with Columbia not far behind. The registration figures are: Harvard, 5,272; Columbia, 4,965; University of Pennsylvania, 3,960; Yale, 3,210; Princeton, 1,380.

The Indiana teachers are making a determined fight to secure the passage of a law which will fix a minimum salary for teachers. The teachers of Hancock County are leaders in the movement, and have drawn up resolutions which will be sent to the various county organizations. A strong force will also be sent to the State Legislature to work in the interests of the cause.

By the will of the late Henry Dwight Wheeler, of New York, the Wheeler High School of North Stonington, Conn., will receive $100,000.

Tennessee schools will observe Friday, November 30, as Arbor Day. This is the day which Prof. S. A. Mynders, State Superintendent of Public Instruction, has set apart for the purpose, and county superintendents have issued notices to that effect to the various schools under their care. Trees will be planted at each school, and appropriate exercises will be held.

London Schools.

The report of the London County Council for the year ending Labor Day, 1905, contains some interesting statistics concerning the schools of that great city.

The total cost of maintenance slightly exceeds $25,000,000, of which $15,000,000 is raised directly from the taxpayers, and $10,000,000 is alloted by the Board of Education from its fund.

There are about 20,000 teachers, whose salaries total nearly $10,000,000. The salaries for head teachers range from $700 to $2,000, and for assistants from $325 to $875. The number of children alloted to each teacher averages 43.

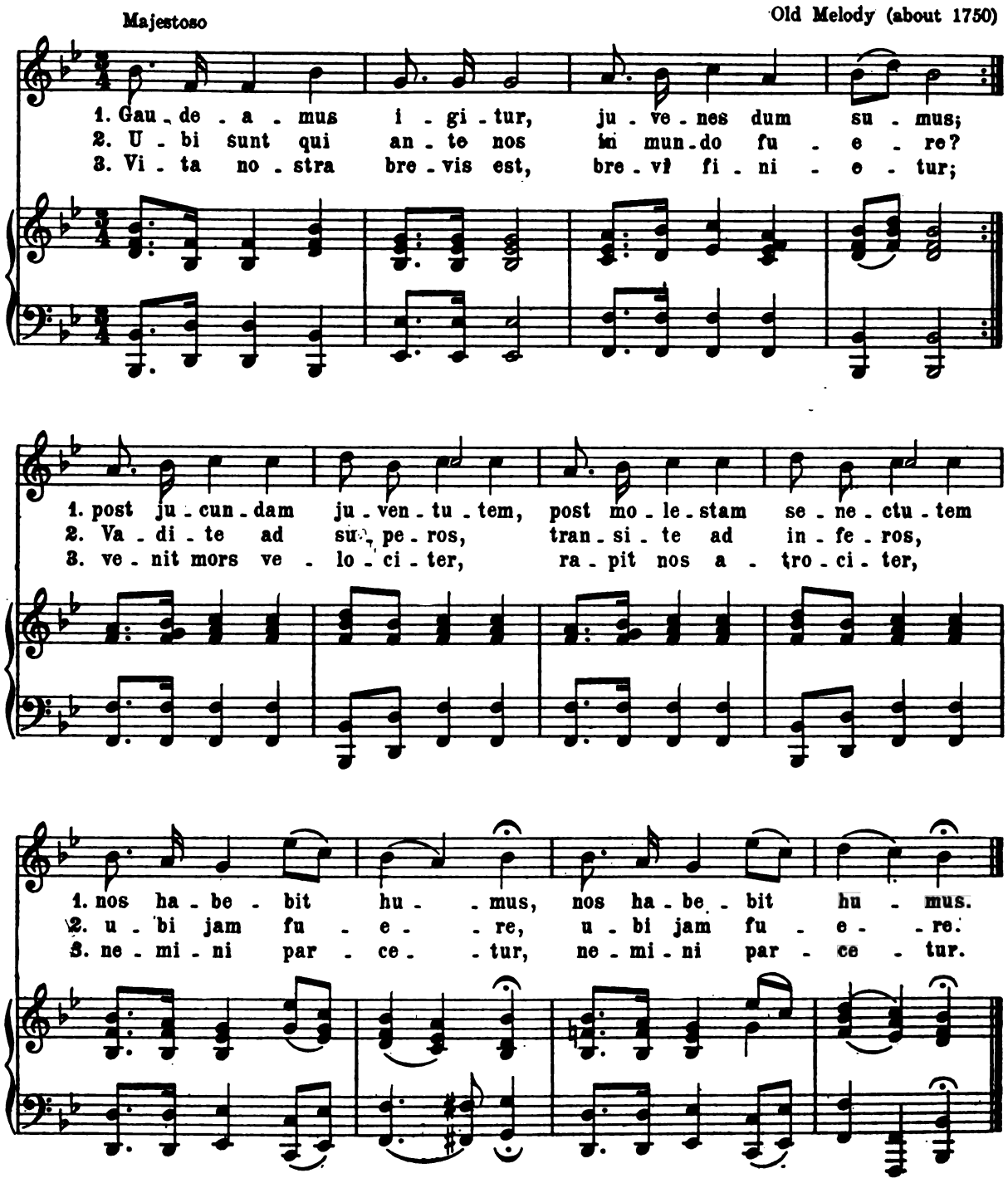
The average attendance was 669,167. The Council's report shows that for the year 26,000 gallons of ink were used, 5,000,000 plain copy books, 1,250,000 drawing books, 20,000 reams of foolscap, 3,000 gross of penholders, and 65,000 gross of pens.

Children's Exhibit of Garden Products.

Under the auspices of the Board of Education of Newton County, Georgia, an exhibition of agricultural products grown by the school children, was recently held in the Court House. The prizes, which the Board had offered for

Gaudeamus igitur.

Old German College Song



he best exhibits were awarded by Profes-or Johnson, of the Agricultural School f the State University.

Hon. G. C. Adams, County School uperintendent, had issued a general in-itation to parents and others interested a the work to be present, and many ere there to inspect the results of the hildren's efforts.

The Atlanta *Constitution* states that lewton is the first county in the South o incorporate the "form experiment" a its county school system. The ovement is due to the efforts of Mr. dams and Prof. W. L. Weber, of Emory ollege.

Manual Training for Creeks.

The United States Government has ecided to institute manual training in he schools of the Creek Indians. An rder to this effect has been received by Valter Falwell, supervisor of schools in he Creek nation.

The three schools that will benefit by his action are the Eufaula High School, he Wealaka School, and the Sapulpa ndian School. The Government has uthorized the purchase of one hundred ollars' worth of tools and work benches or each school, and these will be put in t once.

Princeton to the Fore.

The completion of the first decade of rinceton University affords an oppor-unity to review its growth since it hanged its name from the College of New ersey at the time of its sesquicentennial elebration. This growth, given sta-istically, is as follows:

The endowment has increased from 1,677,871 to $3,284,000. The campus rea has more than doubled, increasing rom 225 acres to 538 acres. There is a roportionate increase in the number of olumes in the University Library, now more than 200,000. The student body as grown from 1,045 to 1,384. The most noteworthy growth is that of the aculty, which numbered eighty-two n 1896, and to-day has an enrollment of 166. The equipment has also greatly ncreased. Commencing with the li-rary, the gift of the late Mrs. Percy Rivington Pyne, there are the following new buildings: Blair Hall, Little Hall, the new gymnasium, Patton Hall, Dodge Hall, also the extension to Blair Hall and the new recitation hall now in course of construction.

Lack of Sleep Among Children.

A correspondent of one of the New York papers calls attention once more to that most potent and most frequent cause of the backwardness in pupils of our public schools, lack of sufficient sleep. A portion of the letter follows:

"The families of the larger portion of our foreign population occupy apart-ments consisting of three or four rooms. The living rooms not infrequently serve as sleeping rooms as well.

These foreigners hold social gather-ings in the evenings, which often extend far into the night. At the gatherings card playing, singing, and loud talking are indulged in. The children are un-able to get the rest which is necessary for their welfare and are aroused in the morning unrefreshed.

This state of affairs is largely respon-sible for the prevalence of sore eyes among the children, and much of the truancy can be traced to the same source."

Antikamnia tablets have become a favorite for pain, such as headache and neuralgia. They are used only inter-nally. To stop pain, one tablet is admin-istered at once; twenty minutes later the same dose is repeated, and if necessary a third dose given twenty minutes after the second.—Hugo Engel, M. D., in the Boston *Medical and Surgical Reporter*.

The Small College.

William Trufant Foster, writing in a recent issue of the New York *Post*, has answered the question so frequently asked as to whether the small colleges could hold their own against the con-stantly growing universities.

It was feared by the friends of the for-mer that the tendency to centralization would cause the growth of the larger institutions to be at the expense of the smaller. This has not been the case. Mr. Foster has compiled tables showing the comparative increase or decrease in numbers in the College of Arts, of thir-teen of the large universities and in the small colleges. While the universities have grown it has not been in this depart-ment, but in the technical and graduate schools. The small colleges, however, show a decided increase in this depart-ment.

Thus Mr. Foster has shown that this much-talked of danger has no real foun-dation in fact. He believes, however, that there are some very real dangers which confront the small college; on the one hand the attempt to secure numerical growth by lowering its aca-demic standard; on the other hand the abortive attempt to become a university.

Girls' Truant School.

Boston has taken a forward step which might well be copied thruout the country. The Children's Institutions Department, acting in accordance with the mandatory act of last May, which provided for the commitment of "habitual truants, hab-itual absentees, and habitual school offenders," has leased the Morrison es-tate, overlooking the Charles River, at West Roxbury, and will establish there a home for girls who come under the pro-visions of this law.

The house is pleasantly situated in a four-acre tract, surrounded with gardens and orchards. It will be simply and attractively furnished, and carefully adapted for training the children in domestic work, on which particular em-phasis will be placed.

Students of truancy have come to the conclusion that lack of regularity in home life is one of the principal causes which makes the confinement of school and its strict orderliness unbearably irksome. Other cases have arisen from deficient sight and hearing, which have made school work unnecessarily hard. To counteract these causes, regularity and punctuality will be strictly enforced, and careful medical inspection will be main-tained.

Truancy has often proved to be the first step toward criminality, and the children, if neglected at this point, are in danger of becoming subjects for other reformatory institutions, where they will be brought in contact with those already more advanced in crime and thus be more often harmed than helped. At this stage the children can scarcely be called wayward; they are simply, in most cases, difficult to manage, and in need of an effective "home treatment."

Boston Report.

The following interesting items are taken from the report of Superintendent Brooks, of Boston.

The whole number of pupils in the pub-lic day schools of Boston, as reported to me September 30, 1906, is 95,776. This number is 2,108 greater than the corres-ponding number on September 30, 1905.

The number of pupils in the Normal Schools has decreased from 337 to 247, a loss of 90; this decrease is due largely to a higher standard of examination.

In the Latin and High Schools, the number of pupils has increased from 7,799 to 8,016, a net gain of 217.

In the elementary and kindergarten schools the number of pupils has in-creased from 85,532 to 87,513, a gain of 1,981.

Physiology in the Schools.

The New York *Sun* prints the follow-ing answers to questions in physiology taken from the papers written by a class of boys in a Philadelphia public school—boys who are nearly all Russian Jews:

"An organ is a piano of the body that has some special work to do."

"Digestion is mainly caried on in the New England States."

"The teeth found in an adult are in-cisors, biscuits, and moulders."

"The first set of teeth are called the milk or temperate set."

"The digestive fluid secreted by the mouth is the alimentary canal."

"The epiglottis is a little trap door in the chin."

"We should not pick our teeth with pins nor scrape them with a nail."

WILLIAM FEIL.

Fossils for Museum.

The Museum of Natural History of New York has been busily engaged in unpacking and caring for the fossils re-cently secured by the three expeditions sent out by the Museum in conjunction with other institutions. The purpose of the expeditions was to determine, so far as possible, the relative ages of certain fossil-bearing regions of the West. They were under the general direction of Prof. Henry Fairfield Osborn. Each of the expeditions was remarkably successful, and will fill many gaps which previously existed in the exhibits of the Museum, as well as confirming certain theories which have been mooted by scientists for years.

Tribute to Albert G. Lane.

More than a thousand teachers and friends paid loving tribute to the memory of Albert G. Lane at a meeting recently held in Chicago. Pres. Edmund J. James, of the University of Illinois, spoke as follows:

"Albert G. Lane did not teach for his salary; he taught because he felt it his duty. He had that quickened sense of public obligation of which this country is sadly in need. Mr. Lane's honesty, sobriety, sanity, and public spirit did much for this community. Above all things he was no sulker. If things did not go his way he worked along in the noble profession as if nothing had hap-pened. That is saying much, for the building of a great school system in this fierce democracy is no child's play."

Superintendent Cooley, of the Chicago schools, said: "The life of a good man is the greatest asset of any community, and Albert G. Lane was one of those assets."

Other speakers were R. A. White, who spoke of the value of such an example to the teaching profession, and Prin. John W. Cook, of the DeKalb Normal School, who reviewed Mr. Lane's work in the National Educational Association.

The trouble with the man who holds the key to the situation is that he can't always find the keyhole.—Philadelphia *Record*.

Dyspepsia

Don't think you can cure your dyspepsia in any other way than by strengthening and toning your stomach.

That is weak and incapable of performing its functions, probably because you have imposed upon it in one way or another over and over again.

You should take

Hood's Sarsaparilla

It strengthens and tones the stomach, and permanently cures dyspepsia and all stomach troubles. Accept no substitute.

In and About New York City.

The Day Home and School for Crippled Children recently requested the New York Board of Education to provide teachers, text-books, and supplies for the instruction of its charges. The committee on elementary schools, to whom the request was referred, has taken favorable action upon the matter. The directors of the institute will furnish transportation, building, and midday meal. The Home is situated at No. 2111 Madison Avenue.

The Associate Alumni of the New York City College, at their annual meeting, elected the following officers for 1906-07.

President, Edward M. Colie, '73; first vice-president, Alrick H. Mann, '77; second vice-president, Bernard Loth, '77; secretary, John S. Roberts, '95; treasurer, Charles Murray, '84; historian, John S. Battell, '73; associate historian, Howard C. Green, '02.

The elections were unanimous.

Columbia University has conferred upon Sir William H. Perkin, the distinguished English chemist now visiting this country, the honorary degree of Doctor of Science. Sir William has also received the degree of LL.D from Johns Hopkins University.

Mrs. Frank Bergen Kelley is delivering a course of lectures on New York City before the League of Political Education, at No. 23 West Forty-fourth Street. The lectures yet to be given include: November 22—The Bowery and the East Side. December 6—Greenwich Village. December 13—From Fourteenth Street to Harlem. December 20—Upper Manhattan. The lectures are illustrated.

The Young Men's Christian Association, as part of its educational campaign in New York City, has opened a course in Business Management. The purpose of the course is to furnish some executive training to men who may be called to the control of any business enterprise, large or small. The work will be under the direction of M. W. Montgomery, of the library bureau, and will be conducted at the Association's building, No. 320 West Fifty-seventh Street.

Frederick A. Goetze has been elected by the trustees of Columbia University Dean of Faculty of Applied Science. Professor Hutton retired from this position in July, 1905, and since that time Prof. George F. Sever, has temporarily filled the position. Mr. Goetze has been Superintendent of Buildings and Grounds for the past seven years. He will be succeeded in this position by his assistant, Henry Lee Norris. These changes will go into effect on the first of January.

The formal dedication of the DeWitt Clinton High School is announced for December 18. The Committee on Buildings, thru its chairman, Mr. Adams, will turn the building over to the Board of Education. Mayor McClellan and other city officials have promised to be present. Dr. Nicholas Murray Butler, of Columbia University, will deliver the principal address of the evening, and the music for the occasion will be furnished by the orchestra and chorus of the school.

The High School Teachers' Association of New York City has decided to urge the Board of Education to make the position of first assistant a point for salary advance. This decision was reached at the first meeting of the Association held this year.

Professor Ruff, of the City College, recently spoke before the Classical Club of the Normal College on one of the most interesting phases of historic sociology—The Life and Position of Women in Ancient Rome.

Cuts in the Budget.

The details of the cuts made by the New York Board of Estimate in the budget presented by the Board of Education, have been made public.

The total amount asked for was $26,795,398. General Fund, $20,864,976; special fund, $5,930,421. The amount received was $24,915,928—general fund, $19,845,870; special fund, $5,070,057. The general fund, which the three mills on every dollar of assessed valuation made mandatory by the city charter, comes to only $18,917,382. This the Board of Estimate increased by $928,488.

The most serious cut was that in the appropriation for general repairs, a part of the special fund. The cut in this part of the estimate amounted to over $600,000.

The special fund is divided in the following proportions: Board of Education, $2,014,251; Borough of Manhattan, $1,295,028; Borough of the Bronx, $308,657; Borough of Brooklyn, $960,728; Borough of Queens, $368,269; Borough of Richmond, $123,126.

The School Board will be most seriously handicapped by the great reduction in the resources at its command. It is probable that the Legislature will be appealed to to authorize an issue of special revenue bonds to make up deficit.

The appropriation for the College of the City of New York totaled $455,333, and that of the Normal College $230,000.

Folk Dances for Teachers.

In the gymnasium of Public School No. 119, on 133d Street, about fifty teachers belonging to some of the classes in athletics organized by the Girls' Branch of the Public School Athletic League, met recently and went thru a number of folk dances under the direction of Miss Elizabeth Burchenal.

The members of this class came from schools in the upper part of Manhattan and the Bronx.

This was the first meeting of the class and those who attended were pleased with the work and with the fine exercise which it afforded. The teachers are not the only ones who will benefit by this undertaking, for they have promised to form classes among the girls of their respective schools, teaching them the dances.

In speaking of the work, Miss Burchenal said: "These dances have been taught to some children on the East Side with great success. Last term we held inter-class contests for dancing. We are trying to get trophies for inter-class contests in athletics for each school this year."

Other classes have been organized, one for the middle section of Manhattan, in the DeWitt Clinton High School, at Fifty-ninth Street and Tenth Avenue, and one for the lower section of Manhattan in Public School No. 44, Hubert and Collisten Streets.

New Lecture Courses.

A number of the shorter courses of the free lectures provided by the New York Board of Education have already closed. Dr. Henry M. Leipziger, supervisor of lectures, announces some important courses which are about to open.

Among the new courses planned for November will be one of six lectures on physical geography, by Prof. William Libbey, of Princeton, to be given on Saturdays at the Museum of Natural History; a course of six on "Representative English Writers," by Prof. A. V. Jackson, of Columbia, at the Educational Alliance, East Broadway and Jefferson Street, on Mondays, and a course of similar length by Prof. Adolphe Cohn, of Columbia, on "Great Writers of Modern France," on Thursdays, at Public School No. 46.

"Soccer" Football.

Supt. W. H. Maxwell has been so favorably impressed with "soccer" football that he has offered a handsome bronze tablet to the school winning the tournament which has been planned for the season between the various high schools of New York City.

The first games of the tournament, played on Election Day, were: DeWitt Clinton vs. Townsend Harris Hall; Morris High vs. Manual Training; Albany Avenue vs. Lincoln Road; Curtis High, vs. Flushing.

Men thruout the city who are prominent in this branch of athletics have taken a deep interest in the movement and will aid in coaching the teams and in acting as officials for the games.

The St. Mary's Seaworthy.

Commander G. C. Hanus reports that there is a considerable falling-off in the number of applications for admission to the schoolship *St. Mary's*. Mr. Hanus attributes this decrease to reports of the unseaworthiness of the ship. He states that such fears are entirely groundless, the last trip being made without the parting of a single rope, altho the ship encountered very rough weather.

The *St. Mary's* is perfectly safe, but is obsolete in type, and therefore poorly adapted for the teaching of modern seamanship. The New York Board of Education, it is hoped, and expected, will soon take action relative to acquiring some more modern craft.

Growth in Cleanliness.

A woman much interested in educational matters and versed in the educational methods of many countries, recently visited one of the new New York schools situated on the East Side. The change most noticeable in the past six years appeared to her to be in cleanliness:

"My first impulse to-day, as I passed a child in the hall was to put my arm about her and draw her close to me, resting her cheek against mine," she said. "Six years ago my impulse would have been to stand away from her, and it would not have been because I loved the child less, but because I love cleanliness more, I fear. Now the child and cleanliness have met, have become acquainted, and probably are growing to be fast friends."

Graduation Examinations.

The "Maxwell Examinations," for graduation from the New York high schools, will be held again in January, as it will be impossible for the State Examinations Board to take charge of the matter before the graduation tests next June.

The Board's sub-committee, which is composed of President Butler, of Columbia University, chairman; City Superintendent Maxwell, and Associate State Superintendent Goodwin, will receive suggestions from the other members of the Board and formulate a general plan of action which will be submitted and discussed at the January meeting of the Board.

Conservatory of Music.

The supplementary entrance examinations of the National Conservatory of Music of America, 47 West Twenty-fifth Street, New York City, will be held on Monday, November 19.

Wassily Safonoff, who has been engaged by the New York Philharmonic Society to conduct its concerts for the next three years, is the director of the Artistic Faculty. Other members of the faculty are Adele Margulies, Eugene Dufriche, Henry T. Finck, Charles Hein-

ld Lichtenberg, Leo Schulz, r, and S. Camillo Engel.
ervatory is to be congratu- securing such a competent it commences its twenty- of work. M. Safonoff was rector of the Moscow Con-

d Girls Give a Play.

iomores of Barnard College esented their class play in ! Theater. A large audience ntirely of students greeted nance enthusiastically, and many curtain calls. The h the amateur actresses had their efforts was Pinero's farce, "The Amazons."
r of performers had won st year's Freshman play, and with such a welcome as is rded to returning theatrical

in Teacher's Salary Suit

llate Division of the Supreme w York has handed down a nfirming an interlocutary staining a demurer entered rd of Education in a suit inst the Board by Miss Sarah

Miss Buckbee's salary as as reduced from $2,750 to minimum salary provided her grade, and her suit was o secure the balance which

n of the decision rendered the Board of Education has o exercise its discretion from in fixing the compensation of the Board, limited only ision in regard to minimum

sion involves thirty-seven ers who had assigned their ss Buckbee.

New Books for Schools.

LITERATURE AND LIFE IN SCHOOL

By J. Rose Colby. $1.25 net, Postpaid

The titles of the five chapters of this book are: A Plea for Literature in School; Literature and the First Four Years of School Life; Literature and the Second Four Years of School Life; Methods of Handling Literature in School; Literature and Life after the Elementary Years.

QUENTIN DURWARD

By Sir Walter Scott. Edited by L. M. Munger. Illustrated. Riverside Literature Series, No 165. (Quadruple Number.) Paper, 50 cents, net; cloth, 60 cents, net. Postpaid.

This edition is designed for school use, to meet the requirements of the Committee of Ten, who have placed this book upon the reading list for college entrance for 1906-1909. Recognizing that Scott of all people would have rebelled at having his romances served up as text books, Miss Munger, of the Berkeley Street School, Cambridge, has made her explanatory notes as brief as possible; and her suggestive notes are designed, not to exhaust the flavor of the story, but to call the pupil's attention to interesting points of plot, setting, and character study, and to those qualities which made Scott a great story-teller.

THE BOOK OF FABLES AND FOLK STORIES

Chosen and rewritten by Horace E. Scudder. New School Edition. Illustrated. 12mo. 50 cents, net. Postpaid.

A number of attractive drawings add fresh interest to this new edition of Mr. Scudder's "Book of Fables and Folk Stories,"—a collection which has long been a favorite children's classic at home and in school. The book is printed from new plates, the type is larger than in previous editions, and the arrangement of the stories is now such that those with the simplest vocabulary come first. Fifty-six of the most popular Fables and Folk Stories are here retained. The selection and arrangement follow the suggestions of Mr. Charles H. Morss, Superintendent of Schools at Medford, Mass., whose judgment in the matter of reading for children is widely sought.

TRUE BIRD STORIES FROM MY NOTE BOOKS

By Olive Thorne Miller. With 8 illustrations and colored frontispiece by Louis Agassiz Fuertes. Square 12mo. School Edition. 60 cents, net. Postpaid.

Among the birds whose doings are described are the Goldfinch, the Blue Jay, the Thrush, the Robin, the Chewink, the Oriole, the Sparrow, the Swallow, the Crow, the Mockingbird, and the Dove.

The book is suitable for children of from about the sixth grade upward, and should be made accessible to them in every school and home.

THE BOOK OF SAINTS AND FRIENDLY BEASTS

By Abbie Farwell Brown. Illustrated by Fanny Y. Cory. School Edition. 50 cents. net. Postpaid.

Miss Brown has connected many anecdotes and incidents in the legendary lives of saints among birds and beasts, and woven them into seventeen stories which cannot fail to be interesting to children. In point of manner they are original; the legends which form their ground-work have been expanded with much skill, and they are told in good "story-telling" style. The illustrations are done in a very happy manner, and add great interest to the text.

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New Intermediate School.

The New York Board of Superintendents, together with the Committee on Elementary Schools, has completed plans for organizing an intermediate school for girls at Public School No. 159, 119th Street and Second Avenue. The school is to be started in February, when the Training School for Teachers, which now occupies the building, shall have moved to its new quarters.

The school will comprise about twenty classes, formed from girls of the highest four grades of four neighboring schools.

As the building has more rooms than will be needed for the intermediate school, the remainder will be devoted to the use of primary classes.

New York State Science Teachers Association.

The next annual meeting of the New York State Science Teachers Association will be held at Teachers College, Columbia University, New York City, December 26 and 27, in conjunction with the annual meeting of the American Association for the Advancement of Science.

The program is as follows:

Wednesday Afternoon.—Dean James E. Russell; Dr. Kelly, Ethical Culture School, "Are High School Courses in Science Adapted to the Needs of Adolescents?"; W. M. Bennett, West High School, Rochester, "Some Demonstrations in Refraction and Dispersion of Light"; Prof. Minchen, University of Rochester, Demonstration, "The Principle of Interference and Its Applications"; Henry R. Linville, DeWitt Clinton High School, New York City, "Biology as Method and as Science in Secondary Schools"; Dr. Grace C. Cooley, Newark High School, "The High School Biologist and the Citizen of To-morrow"; Jennie T. Martine, Central High School, Buffalo, "Field Work in Physical Geography"; W. H. Platzer, High School, Poughkeepsie, "The Value of the Inductive Study of Relief Forms in Field Work"; Professor Gale, University of Rochester, "The Place of Transformation Theory in Geometry"; Professor Keyser, Columbia University, "Concerning the Introduction of Modern Notions into the Geometry of Secondary Mathematics."

Wednesday Evening.—Prof. D. E. Smith, Teachers College, Columbia University, "The Preparation of the Teacher of Mathematics in Secondary Schools"; Prof. E. L. Thorndike, Teachers College, Columbia University, "The Teaching of Science as Seen from the Outside."

Thursday Forenoon.—Professor Mann, Chicago University, "The New Move for the Reform of Physics Teaching in Germany, France, and America"; Prof. Sherman Davis, Indiana University, "Purpose of Science in the Culture of the Adolescent"; J. M. Jameson, Pratt Institute, Brooklyn, J. Y. Bergen, Cambridge, Mass., "Plant Physiology in Secondary Schools"; Professor Bigelow, Teachers College, Columbia University, "Some Established Principles of Nature Study"; Lester B. Gary, High School, Buffalo, George T. Hargitt, High School, Syracuse, and James T. Peabody, Morris High School, New York City, "The Teaching of Biological Science in Some of the High Schools in New York State"; Professor Richardson, Syracuse University, "The Study of Minerals and Rocks in Physical Geography in the High School"; Dr. John M. Clarke, State Geologist, Barachois, "Bar and Tickle"; A. W. Farnham, Oswego Normal School, "The Relation which School Gardens may Bear to Industrial and Commercial Geography"; W. T. Morrey, Morris High School, New York City, "Use of Reference Books in Physical G by Pupils in the High School Hawkes, Yale University, "S Mathematics from a College point"; C. B. Upton, Horac High School, "What Equipmen High School need for the Teaching of Mathematics?"; Webb, Stevens Institute, "The between High School and Colle ematics."

Thursday Afternoon.—Profes lock, Columbia University, De tion, "Optical Oddities"; Fred Boys' High School, Brooklyn, stration, "Photomicrographs"; Davis, Harvard University, "La Exercises in Physical Geograph trated; W. Betz, East High Rochester, "Open Questions Teaching of Elementary Geome T. Rover, Central High Schoo delphia, "The Necessity of Close tion of Mathematical Associatio E. O. Hovey, American Mus Natural History, "West India noes and their Recent Eru illustrated.

Thursday Evening.—Receptic by President Nicholas Murray I

Teachers of Science and Mat desiring to become members of t ciation may communicate wit John F. Woodhull, Teachers Columbia University, New York

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New York City has acquired t of ground in Brooklyn, which wil for school sites. One is situated kin Avenue, from Crescent to Streets, and the other at Van Avenue and Anthony Street. T were $21,894 and $21,400, res The purchase was approved Board of Estimate.

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Here and There.

The Principals' Round Table, of Washington County, Pa., has adopted resolutions denouncing simplified spelling, and urging upon all interested in educational matters to fight against its adoption.

The annual meeting of the Southwestern Iowa Teachers' Association recently held at Atlantic, and proved to be one of the most interesting and helpful in the history of the organization. The opening address was delivered by the president, Supt. J. H. Beveridge, of Missouri Valley. Other speakers were:

Pres. H. H. Seerley of the State Normal School, Pres. A. B. Storms of Iowa State College, Dr. E. A. Steiner of Iowa College, Dr. Nathaniel Butler of the University of Chicago, and State Superintendent John F. Riggs.

After the Christmas holidays the University of Pennsylvania will inaugurate a series of courses especially designed to enable teachers, both men and women, to obtain regular Bachelor degrees in Arts and Sciences.

These courses will practically constitute a new school, and will duplicate the courses of the regular curriculum.

The Joys of November.

We have reformed the great November game, and football players can now break their bones humanely, says *The Travel Magazine*, but we have not succeeded in reforming the November gales. The autumn wind is as unregenerate around the Flatiron Building to-day as it was around the family clothesline in Oliver Wendell Holmes' boyhood. Nobody has hung a shorn lamb on that gusty corner. But we in New York don't care. Out in the country November brings a certain sadness with it; the dead leaves swirl, sometimes out of the gray sky comes a spit of snow, the weight of coming winter rests on the spirit. But here in town there is a recompense. For every fallen flower, blossoms an electric light bulb in an amusement sign. We have returned from Nature and the pleasures of solitude to the pleasures of society. The last rose of summer may be fallen in the garden, but it is just being sung of by Sembrich.

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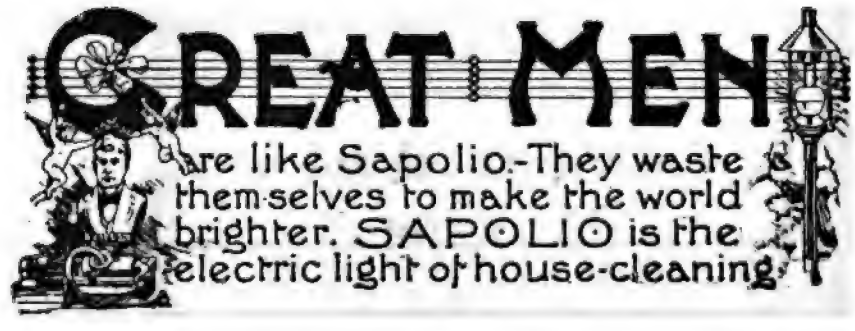

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THE SCHOOL JOURNAL

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol LXXIII. For the Week Ending November 24, 1906 No. 19

OSSIAN LANG, Editor.

Reverence and Intolerance.

If there is one virtue more than any other in which American youth are lacking it is reverence, that spirit which is grateful for the things the past has wrought, and respectful to those who have shared in the building of that which is. Fortunately most of them outgrow this lack. Comparatively few remain so saturated with cynical self-sufficiency as to carry with them to old age the feeling of "We are the people, and wisdom was born with us."

Nevertheless, it behooves us to look well to the cultivation of reverence—rational reverence—without it there can be but little human progress; without it an individual can never attain to any degree of that contentment which is essential to happiness. The prudent educator will labor to have every one of his pupils realize something of the preciousness of reverence which in its fruits is genuine patriotism, practical humanitarianism, and constructive idealism.

Where reverence is lacking, intolerance with its slimy brood takes possession of the mind. Intolerance leads logically to murder. The assassination of Professor Rossi was caused by an individual dehumanized by intolerance. The newspapers have it that the murder was planned in our own country. Whether this be true or not, it is well that we should become fully conscious of our responsibility for the stranger within our gates.

To begin with, let us remember that hatred is not conquered by hatred, nor intolerance by intolerance, which is but another name for the same thing. To call the murderer an anarchist because he professes anarchy is as unreasonable as to account for the outrageous conduct of Charles the Ninth by calling him a Christian king. There would be less bravado if the murderer be called by his right name. Martyrdom has attractions for many people. Perorations against "anarchists" are a fatal mistake. Call murder, murder; call cowardliness, cowardliness; call hatred, hatred—and treat them all as the foul offspring of intolerance, which they are, and it will be better for the world.

Seeing evil in its true garb is the first step towards extirpating it. Light is the great reformer.

How lack of reverence leads to intolerance was strikingly illustrated in a sermon by Rabbi Krauskopf of Philadelphia. In a series of sophistic statements he contended against the President's right to issue a Thanksgiving proclamation. He pretended to see in it a menace to religious liberty. It is evident thruout that Dr. Krauskopf is lacking in the liberal spirit which is an essential ingredient of true Americanism. He either has not or pretends not to have respect for an established American custom, and by his utterances he feeds irreverence, which is the arch foe of our democratic institutions. He and his people have special reasons for joining with the rest of the country in a thanksgiving for the good that has been wrought upon the foundation of democracy laid in the New England colonies.

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JACOB'S LADDER, BY MURILLO—FROM "THE BIBLE FOR YOUNG PEOPLE."
Published by The Century Co.

He and his people are sharing in the rich fruits that have grown from the soil bought with much privation and suffering. If, as he says, people go to football games rather than to church, he ought to be able to find in that condition a text for a sermon wholly different from the one he saw fit to deliver himself of.

If Rabbi Krauskopf will hold in his synagog no service on the day universally observed in the United States as a day of Thanksgiving, he merely reveals himself as lacking in reverence for an established national institution to which no reasonable American can see the slightest objection. But when he tries to explain his irreverence as the act of one jealous for the preservation of religious liberty, he presents an example of the very intolerance against which we must constantly guard to preserve the foundations of our free institutions from corrosion. "Free thought" is frequently the mask which conceals the most dangerous forms of intolerance.

Let the Thanksgiving Day remind us of our duty as educators to labor for the spread of reverence. The core of it is gratitude—gratitude for the blessings that have come down to us from the past—gratitude particularly for the good wrought for humanity under the glorious banner of our Republic.

Appreciation.

Last June THE SCHOOL JOURNAL published an "Appreciation" number. The suggestion was offered that a day should be set apart each year which would offer pupils and their parents an opportunity to give expression to their feelings of gratitude to their teachers, past and present. March 15 has been suggested as the most appropriate date for this Appreciation Day. Two Thanksgiving days a year are none too many. In November let us be thankful for the full fruit. In March let us think of those who sowed the harvest.

The Appreciation Day idea need only be suggested to win approval. In the near future there will be published in these pages programs and suggestions for celebrating the day. The words of appreciation printed in the summer number of THE SCHOOL JOURNAL in honor of the former teachers of well-known teachers of the present revealed the possibilities of the idea.

Teachers as a class are more in need of encouragement than workers in almost any other sphere of labor. The happy heart of the teacher of little children is an important educational factor which nothing else can supply. The community that honors its teachers perceptibly adds considerably to its educational assets. An annual Appreciation Day affords at least occasion for words of encouragement.

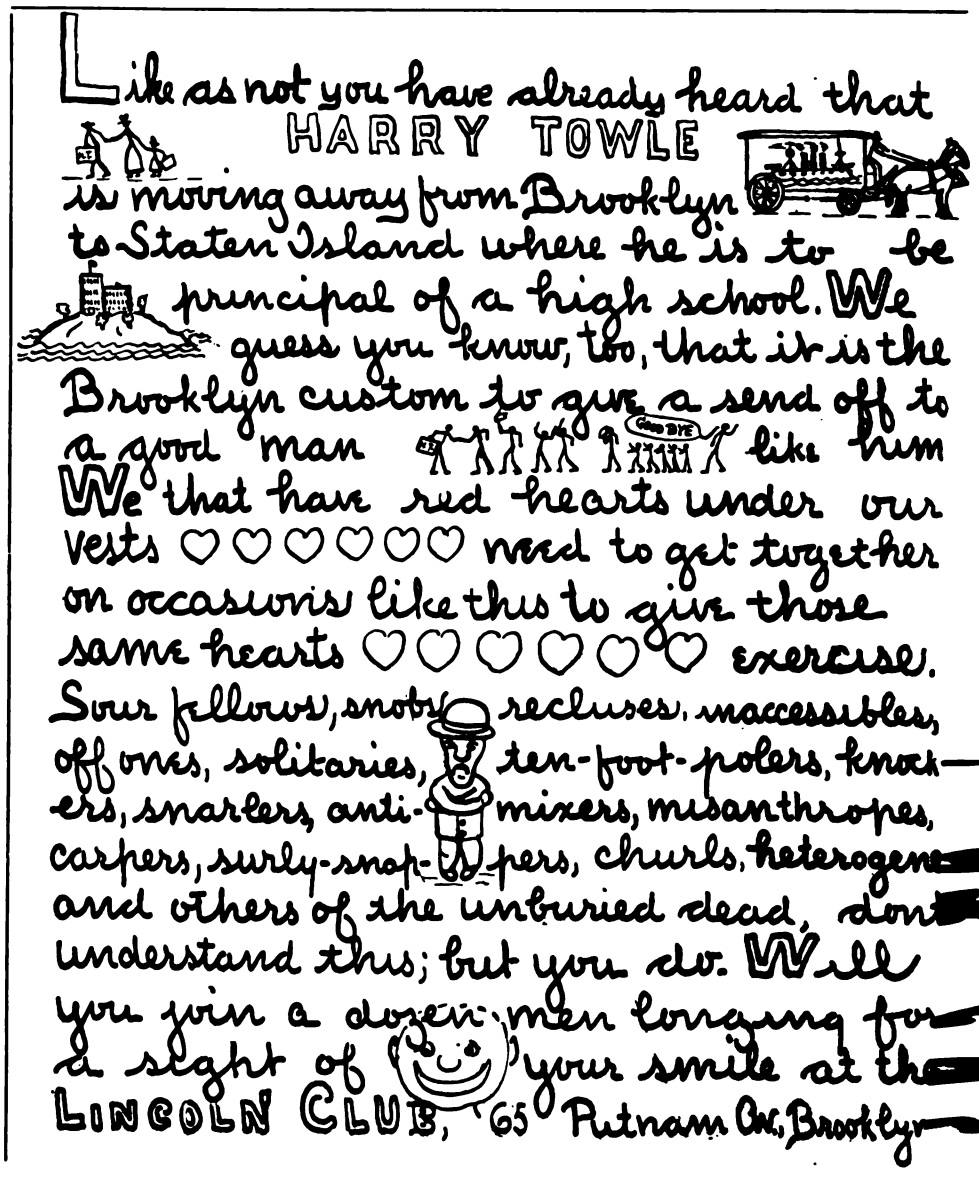
Every one of us needs to have it impressed upon him that it is well that we should tell others the good thoughts we think of them, in plain, unreserved, cordial words and acts, while they are yet in the flesh. Obituary encomiums are but a poor surrogate for the word of cheer to the living.

In the present number is printed a report of an appreciation meeting held in honor of Dr. Thomas Hunter, former president of the New York City Normal College. Other tributes to this beloved teacher will be presented at a later time. He has honestly earned every good word that is said of him. His life is representative of the many lives that are quietly spent in the upbuilding of American education. It is well with the people that honors its educators.

The Brooklyn Way.

Brooklyn teachers have a way of doing things that has given their borough an enviable reputation among the cities most sought by ambitious teachers. The spirit that prevails among the teachers has always been an excellent one. Consolidation with other boroughs in the greater city of New York has worked but little modification. It is this spirit which has expanded the name of City of Churches to City of Schools and Churches.

Before Brooklyn lost its existence as a separate city, she was noted for the individuality of her schools and the remarkable fraternity of feeling



among all who were identified with the public educational system, including members of the School Board. The Brooklyn school dinners were famous thruout the country. The feeling they represented has happily not died out since consolidation, as is witnessed by the unique invitation printed on this page. There is to be a good-bye dinner given to H. F. Towle, who was recently elected principal of the Curtis High School on Staten Island. What is even more pleasant to record is the fact that among the men especially prominent in giving the dinner are those who were the most active candidates for the position to which Mr. Towle was elected. May the Brooklyn spirit never lose its genial warmth and may it spread over the whole land!

A Medical Point of View.

Dr. N. K. Foster has written a vigorous protest, in the August bulletin of the State Board of Health of California, against the harm done each year to school children thru a lack of knowledge on the part of parents and teachers of the physical condition of the children in their charge. He lays stress upon the evil results of neglecting even slight physical weaknesses, and overworking children of naturally nervous temperament.

As the only way in which these evils may be overcome, Dr. Foster says, "the medical inspectors should be a part of our school organization."

Teaching Religion in Switzerland.

School teachers of the Canton Vaud, in Switzerland, recently found themselves in an uncomfortable position. A protest made by them against being forced to give religious instruction which did not accord with their own convictions was immediately granted by the Government. The teachers, to their chagrin, discovered that they had been docked for the time usually devoted to this part of their duties. Switzerland believes in perfect religious liberty but not in paying for services which it does not receive.

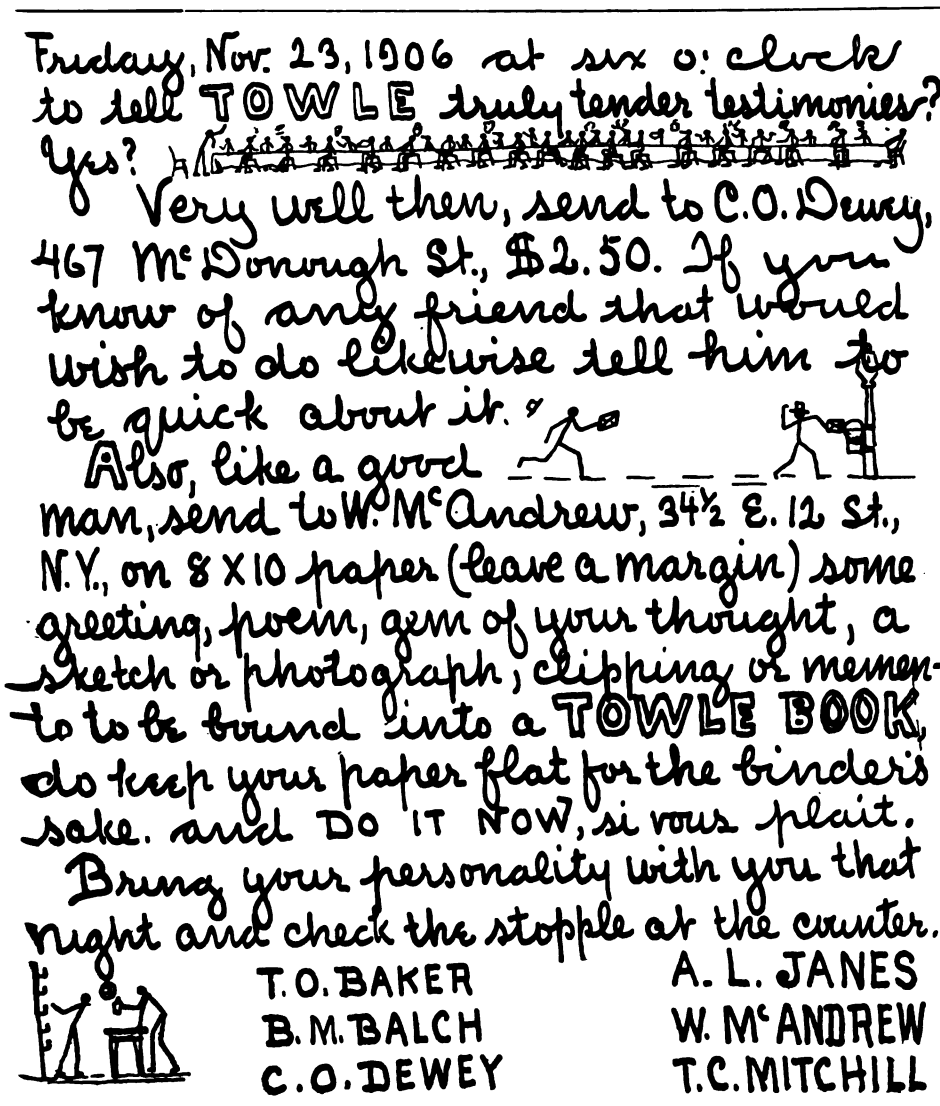
The teachers then began to give a very perfunctory kind of religious instruction, which was of course entirely unsatisfactory to every one concerned. The Government has settled the whole matter by allowing those who feel that they cannot indorse the religious teachings given in the schools, to devote the time formerly employed in this manner to other work.

The Rev. Dr. A. D. Mayo has returned to Washington to continue his educational work. Dr. Mayo, who is in his eighty-fourth year, has been spending the summer in New England. This is practically the first vacation he has taken in twenty-five years. Of his long and useful life, sixty-one years have been spent in professional and public service.

Of the half million dollar fund recently raised by Oberlin College, $100,000 was an anonymous gift from Boston, and is to be devoted to increasing the salaries of professors. Twenty-four professors are benefited to the extent of $200 each annually by this addition to the endowment of the College.

There is a movement on foot in Cleveland, Ohio, to secure a teacher who can speak sufficient Chinese to conduct a class for the young Chinamen of that city. The object is to teach the pupils enough English to enable them to pursue courses in the regular schools, which many desire to do.

The present number is largely given to illustrated notes of this year's holiday books. In publishing this special number THE SCHOOL JOURNAL is following out an established custom. The hearty support accorded it by the publishers testifies to the value placed upon this annual feature. The announcements in the advertising pages, together with the editorial notes, form a very comprehensive list of the newest books that are well suited for Christmas gifts and for school libraries. Readers are advised to send for catalogs. One chief problem with every teacher is to interest young and old people in the reading of good books. Thru its book review pages THE SCHOOL JOURNAL seeks to aid teachers and librarians to choose aright.



New York Normal College Alumnæ's Tribute to Dr. Hunter.

In June last, Dr. Thomas Hunter, for thirty-seven years president of the Normal College, retired. On the evening of October 29, the Associate Alumnae, at their reunion, claimed him as their guest of honor. Past and present members of the Board of Education, representatives of other colleges, and a great host of the Alumnae crowded the floor and galleries of the college chapel. The great hall was gay with flowers and autumn leaves, while conspicuous upon the stage were a number of "Hunter's boys"—graduates of old school No. 35. Of this school Dr. Hunter was principal for many years.

Miss Grace B. Beach, president of the Alumnae, presided, standing under a full-length portrait of Dr. Hunter recently painted by Samuel J. Woolf. This portrait was publicly shown for the first time at this meeting. It is a gift to the college by the Alumnae.

An address of greeting by Miss Beach was followed by the reading of a number of resolutions adopted by the executive committee of the Associate Alumnae in reference to Dr. Hunter's retirement. These noted his fifty-seven years of distinguished school service in behalf of education and stated "that his influence for good has radiated far beyond the limits of the institution over which he has presided, and that his personality has stood in the educational affairs of our great city for an ardent faith in the possibilities of womanhood, tempered by a large patience in waiting upon the public will."

Prof. Joseph A. Gillet, president pro tempore of the College, reviewed the growth of the institution and the recent perfection of the curriculum, which now offers a four year's high school course, followed by three years of college training. "I hope," said he, "that the Alumnae will never see the College lose its autonomy or the name with which it has so long been identified."

The Hon. William N. Wilmer, chairman of the Normal College executive committee, spoke of his experience in visiting class-rooms into which Normal College girls had gone as teachers. "Wherever I went," he said, "I found the spirit of the president of the College appearing in the work of the graduate —that same kindness to children, that same professional enthusiasm and devotion to duty."

Mr. Lewis Sayre Burchard, president of the Thomas Hunter Association—a society made of graduates of old public school No. 35—made an informal address which kept the audience laughing and applauding for half an hour. The sight of the spare locks of the "old grads" of No. 35 in front of him led the speaker to some reminicences and personal references which tickled his feminine hearers, but made the hairless heads before him grow pink with self-consciousness. "As I look at these gentlemen," said Mr. Burchard, "I feel with them, antedeluvian—pre-glacial—geologic. They seem to date from the age that knew the diminutive four-toed horse. When I look upon the recent graduate of the Normal College, one by comparison a dainty, fleet-footed, satin-skinned Arabian courser, I realize how undeveloped, how primitive we are. But if I feel old at such a sight, how old must Dr. Hunter feel? This group of smooth and shining polls before me, set in such a delightful parterre of aigrettes and pompadours, makes it appear that some absent-minded Dodo has here in a fair garden of posies left a setting of her eggs."

Mr. Burchard then read what he called a "Chanson du Chasseur," written to be sung at the 1905 "Hunter Dinner," and, he added, "with the swell pedal down." The last stanzas follow:

St. Nicholas, patron of boy knickerbockers,
Once called St. Patrick: "Pat, send me a *man*,
None of your dry-as-dust old knuckle-knockers,
But one that can govern without a rattan."
A true son of Erin, his ways were endearin'.
Do ye mind his rich voice and his glossy black curls?
Sure, the head on his shoulders would charm all beholders.
No wonder he left us to govern the girls!
So "dear Doctor Hunter," as President Hunter,
Each day doth confront a whole army of girls.
(His lordship embraces some thousands of girls.)
Our model of manhood, how finely he ruled us!
That keen, bright, blue eye—that black Corrine (?) mane.
For the battle of life how superbly he schooled us!
How gladly to-night we're his pupils again!
Rally, "McClellan Grays," once more around him;
Cheer him victorious from fifty years' fight.
Time has but grappled him, never has downed him;
His eye is as keen tho the mane has grown white
As the snow of December.—Our "One Honor Member"
God bless the November that brings him to-night!
Dear Mother Manhatta—may blessings rest on her!—
Ne'er found finer captain to marshal her sons,
To school them in chivalry, courage, and honor.
Behind such a leader, men die at the guns.
So, up with your glasses, and drink of them deep, boys!
Hit her up 35!—a magnificent noise!
Make that good gray head ring, when it sinks late to sleep, boys,
With the thundering cheer from the hearts of his boys!
Cheer, cheer for Tom Hunter!—dear, double-dear Hunter
Long reign Thomas Hunter, the King of your boys!

In the absence of Dr. Finley, president of the City College, who was unexpectedly detained in the West, Mr. Tifft, late president of the Board of Education, spoke for the City College and the Board of Trustees. He said: "I know of nothing I'd rather be than a successful leader of men. But there is something more difficult than that, and Dr. Hunter has done that thing. He has been a successful leader of women. When one thinks of the beneficient influence he has exercised thru thousands of teachers upon a vast multitude of children, one is justified in saying that the welfare of our city rests more upon his work than upon that of any other one man. Thousands of boys and girls have had their character molded by him. His influence will continue thru a generation yet to come."

The Hon. J. Edward Simmons, for many years a member of the Board of Education, and one of its most distinguished presidents, followed. He said: "I have seen the College grow from infancy to maturity, from a normal school to a college in every sense of the word. Among the sweetest memories I have, is the work it was mine to do on behalf of the College, and among my sweetest friendships is that which exists between your president emeritus and myself."

Mr. Alrick H. Man, of the executive committee of the College, in making the last address, referred to the cheerful and optimistic spirit of Dr. Hunter. Said he: "His is a most lovable character, keen-eyed and far sighted; he is an executive who knows how to smooth out difficulties with a touch. His sound judgment leads him to such just conclusions, that others are bound to see them as right. This is the secret of his success. He is always right."

A song, "Until the Shore was Won," written for the reunion by Miss Jeannette S. Sewell, of the class

of '93, and set to music by Professor Fleck, of the College, was sung by Mr. Louis Haslanger. The lines are a sympathetic tribute to Dr. Hunter. Certain of them follow:

The tide doth ebb. It was a tide with strength
To cleave the sea
And set its burden on a rock at length,
Clear, high, and free.
Let us remember how the tide pressed on
Chanting its creed, until the shore was won.

And now it cast upon the rocks a pearl,
At close of day.
The tide is ebbing and the waters curl
In quiet play.
Let us remember how the tide pressed on
Chanting its creed, until the shore was won.

Ride on, O tide, with purple all about,
We here shall dwell,
And near the gift you brought stand looking out.
God speed! Farewell!
Let us remember how the tide pressed on
Chanting its creed, until the shore was won.

The program was closed by the Alumnae song, "The Ivy Leaf," written by Miss Helen Gray Cone, of the College faculty. Before it was sung Miss Cone read the striking lines which follow. These were written for the occasion and are dedicated to Dr. Hunter—her friend and preceptor.

DEAR CAPTAIN OF OUR STAUNCH OLD SHIP.

I.

Whom are we met to praise?
Soldier of many battles, or singer of lovely lays?
Or shaper of soaring spires, that lift our souls to the sky?
Or builder of strong sea-towers, that flash when the sea birds fly?
Nay, but the Teacher, the Teacher! Is he not all and more?
Who wakes the song in the spirit, who lifts a light from the shore?
Who heartens youth for the battle with a bugle that echoes far,
Who sets in the midst of the city the spire that points to a star!

II.

Him are we met to praise,
Remembering all our ardors of old days,
Our winged days, that still shine out among
The crowding memories; was he not our friend?
He understands us, for he, too, was young,
And shall be to the end!
What man grows old, with warm romance aglow,
A rosy fire, on his heart's hearthstone still,
Faith fresh as long ago
In vital good triumphant over ill,
Brave hopes and dreams? Ah, no,
He grows not old, nor ever will!
So being young,
He spake with us in our own tongue,
And set us with Godspeed upon our ways;
And now in long procession, one great guild,
With that rekindled ardor filled,
We come and speak his praise.

III.

How far, how far beyond
The limits of our well-loved hall
Could that procession stretch, might we see all,
As at the waving of a magic wand!
From some young soldier of the sixties, spurred
To splendid charge and sacrificial fall
By the inspiring echo of his word,
To the last girl of Nineteen-six who goes
To face dark ignorance and want and sin,
More subtle and less noble foes,
In that dim daily battle hard to win—
All his, all his—whate'er their field, their fates,
Behold, his children praise him in the city gates!

IV.

Here in this place—his place—
Shall not his praises leap upon the lip,
Dear Captain of our staunch old ship
So bravely brought to port thru every storm?
Here shall his presence dwell—the well-known form
Martial-erect, the kind familiar face,
The blue eye's laughter, and the crowning grace
Of curling silver hair;
Here shall his presence dwell
Held by affection's potent spell,
A gracious wraith, filling his vacant chair.
Here in this place—his place—
He breathed good-will to every creed and race,
And pressed the simple virtues home, and taught
The love of little children and the poor;
Here in this place, be sure,
The goodly unseen works his spirit wrought
Being of the spirit, shall evermore endure.

V.

Dear Captain of our staunch old ship,
So proudly brought to port thru every storm!
Now let the prayer leap warm
On every loyal lip,
"God bless the staunch old ship,
And bring her safe to port, whate'er the coming storm,
Tho her good Captain rest
In sunny harbor, as seems best!"
All golden be his days,
Mild suns slow-moving to the peaceful west,
Amber October hours, fragrant with all men's praise!

The Hunter Boys.

Dr. Hunter was at one time the principal of Public School No. 35, which became famous as a boys' school for the number of distinguished men drawn from its graduates. The Thomas Hunter Association keeps warm the memories of the days in old 35. Its annual dinners are events looked forward to with keen anticipation of pleasure by the Hunter boys, not a few of whom occupy positions of prominence in the councils of the city, state, and nation. Here is part of a song that was written for last year's dinner; it reveals something of the spirit of good fellowship that keeps the hearts of the graduates of 35 young in the common love for the teacher of their boyhood days:

The Thomas Hunter Association

Of Grammar School No. 35.

Ninth Annual Dinner.

FEAST SONG FOR THE HUNTER TRIBE.

(Air: "Tammany.")

I.

In the woods of Mannahatta, many years ago,
All the Indian boys were hunters with the spear and bow;
Now all Hunter Boys are Indians, Indians big and strong,
As they smoke the pipe of peace they sing this little song.
(Pass the pipe along.)

CHORUS:

Hunter Boys! Hunter Boys!
Pass the fire-water 'round;
Let your feast-dance beat the ground.
Hunter Boys! Hunter Boys!
Injin! Injin! Me big Injin! Hunter Boys!

II.

Six and thirty hundred moons have rolled their course around;
Squaw, papoose, and brave have found the Happy Hunting Ground;
But the Hunter boys are Indians very much alive;
Tho we date from 1850, we're all 35.
(That's why we survive.)

CHORUS:

Scalp-locks may be turning gray;
Hearts grow younger every day.
35! All alive!
Hihoo! Wahoo! Hihoo! Wahoo! 35!

III.

'Cross the water came the mighty Sachem of our host,
Up all! Toss your tomahawks for him we honor most!
Darkly curled he came to lead us like the buffalo,
Sits he now above our feasting bearded like the snow.
(Chief of Long-ago.)

CHORUS:

Never die! Never die!
Long as mem'ry holds her sway
You can never pass away,
Never die! Never die!
Hunter! Hunter! Good Tom Hunter, never die!

IV.

Orators are bursting with their load of eloquence;
Henry Clay and Cicero will soon seem thirty cents.
May the lively Injins of the Hunter Tribe survive
To whoop it up for Hunter aye, and good old 35!
(Till 1955!)

CHORUS:

35! 35!
Scalp-locks may be turning gray,
Hearts grow younger every day.
35! 35!
Hihoo! Wahoo! Hihoo! Wahoo! 35!

Christmas Greens.

By MAUD ELMA KINGSLEY, Maine.

The "Christmas Greens" with which churches and dwellings are dressed at Christmas-tide play an important part in keeping alive the spirit of the season.

In ancient times—in those days when the peace and good-will which our holy anniversary emphasizes were instilled into the minds of men by the celebration of th heathen Saturnalia—the temples and private houses of the Romans were adorned with evergreens. Earlier still, in the very beginning of history, the wicker huts of the ancient Britons were hung with evergreen garlands during the great winter festival held in honor of their pagan deities. When Christ was born, and Christian nations began to celebrate the anniversary of His birth, they borrowed many of the rites and ceremonies of the pagan festivals, and adopted the custom of decorating with garlands—a custom which gradually became incorporated with the ceremonies of the Church, and took on a new meaning and significance. A quaint old writer thus spiritualizes the practice of Christmas decorations:

So our churches and houses, decked with bayes, and rosemary, and holly, and ivy, and other plants which are always green winter and summer, signify and put us in mind of His Deity, that the child that now was born of God and man, who should spring up like a tender plant, should always be green and flourishing, and live for evermore.

A contributor to the *Gentleman's Magazine,* of December, 1765, in an article on the custom of adorning churches with evergreens, says:

Those branches and boughs of evergreens with which our churches and houses are adorned, whose gay appearance and perpetual verdure in that dead season of the year when all nature looks comfortless, dark, and dreary, and when the rest of the vegetable world has lost its honors do agreeably charm the unwearied beholder, and make a very suitable appendage to the universal joy which always attends the annual commemoration of the holy festival of Christmas.

"Christmas Greens," properly speaking, are holly, rosemary, ivy, bay, or laurel, and mistletoe—the evergreen shrubs of the north of Europe—to which we add, appropriately, the ground pine and trailing "evergreen" of our own forests. In an eighteenth century poem entitled "Trivia," in which the author describes the sights seen during a walk thru the streets of London, these greens are enumerated:

When Rosemary and Bays, the poet's crown,
Are bawled in frequent cries thru all the town;
Then judge the festival of Christmas near,
Christmas, the joyous period of the year.
Now with bright holly all the temples strow,
With Laurel green, and sacred Mistletoe.

The Rosemary, which denoted rejoicing, is unfamiliar to us; but the others we know well; and holly means Christmas the world over. It is easily the favorite of all the Christmas greens, both from its great beauty and from the associations which cluster around its glossy leaves and glowing berries. It is in itself emblematic of the season; and it is said that its name is derived from the use of the branches and berries in church decorations, from which use the tree was called the "Holy Tree." Our poetry is filled with praises of the holly. One of the earliest specimens of Christmas poetry extant reads quaintly as follows:

Here comes holly that is so gent,
To please all men is his intent.
Allelujah.
Whosoever against holly do cry,
In a rope shall be hung full high.
Allelujah.
Whosoever against holly do sing,
He may weep and his hands wring.
Allelujah.

In ancient Britain, the Druids, a few days before their winter festival, used to send around to the people sprigs of holly. "Tho intended as a peace offering, they were really a reminder to deck their dwellings with evergreens, so that the sylvan spirits might repair to them, and in this way shelter their inmates from frost and wintry blasts, until the milder season of spring had renewed the natural foliage." Centuries have passed away, and of the Druids and their religion there is nothing left, save a pile of moss-grown stones on the spot once drenched with the blood of human sacrifices; but the holly still brings a message of peace and good-will and fills the dreary months of winter with the spirit of Christmas.

Between the ivy and the holly there existed, in the early days, a strong rivalry; but the ivy, having anciently been sacred to Bacchus, and employed in the orgies celebrated in honor of the god of wine, was never universally used for church decorations. The rival claims of the two shrubs are set forth most pleasingly in the following carol, written in praise of the holly, during the reign of Henry VI.

Holly has berries as red as any rose,
They foster the hunters, keep them from the doo.*
Ivy hath berries as black as any sloe;
There come the oule and ete hym as she goo.
Holly hath birds, a full fayre flock,
The Nyghtyngale, the Poppynge, the gentle Laverock.
Good Ivy! What birdies hast thou?
None but the owlets that crye, 'How! How!'

To counteract the effect of this arraignment of the ivy, we find an old carol written in its praise:

Ivy is soft and meek of speech,
Against all bale she is bliss,
Well is he that her may reach.
Ivy is green with colors bright,
Of all trees best she is,
And that I prove will now be right.
Ivy beareth berries black,
God grant us all His bliss,
For there shall be nothing lack.

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* *dole* or pain.

[To be continued next week]

Church of All Hallows Barking, London, where Wm. Penn was baptized. P. 86. From "Literary Bypaths" by Henry C. Shelley. Little, Brown & Co. Publishers, Boston, Mass.

A French Village School at Barbizon, the Home of Millet.

By ALBERT A. SNOWDEN.

At Melun—an hour from Paris—we take the steam train for Barbizon, eight miles away, and the hamlets that lie between. The little village of Millet and Rousseau the artists, that counted a scant hundred inhabitants at the date of "The Angelus," has taken on a growth which is the pride of the natives, since the pilgrimage of artists and art lovers first began. Nowadays, a half thousand residents are numbered in the year-round population, while several modern hotels have been erected for the accommodation of transients. The populace is wide awake. Perhaps the little train from Melun and the wide wide world, which ten or a dozen times a day shrieks and clatters its tortuous way thru the kilometer of narrow road which forms the chief and almost solitary street of Barbizon, is responsible for this alertness—and the more since the dwellings are quite "flush" with the curbstone! Yet a few links connect the present village life with that of the past, even as the chain of houses which dips into wonderful Fontainebleau forest at one end of the town joins this romantic wilderness with the workaday field lying just beyond the school at the other extremity—the field represented in Millet's most famous picture. A few quaint old characters remain, tho for the most part the villagers seem but the *blasé* and sophisticated descendants of a former picturesque race. The town which gave an invaluable heritage to the world thru one man alone, is now busy gathering in the contributions of the many. The Gleaners have deserted the outlying fields for the larger gleanings of restaurant and *pension*. The Sower, too, has his part in the harvest. Indeed, Jean Francois Millet, *fils*, assured me that it would be necessary to go at least two miles into the country to find the type of peasant his father painted. And two miles here is five in Michigan, and thirty in Montana.

It was not *genre*, however, and the renowned artistic "Barbizon School" that I came hither to contemplate, altogether, but by way of potting two birds at one shot; the school of Barbizon, the ordinary public school, which means more to certain young folk of the place than all the pictures ever produced, was an objective point. To describe this would be to give a fair idea of the average mixed, or co-educational village school of France. I append a few notes from my memoranda.

School a two-story brick building, erected recently, as Barbizon was made a separate commune only four years ago. Instructor about thirty-three years of age, married. Occupies very pleasant rooms in school building. Has large garden in the rear which requires much of his attention. Says garden is also used for the teaching of agriculture, but does not require pupils to work in it much, because villagers would talk. Large yard, with many trees on sides and front of building. Girls' and boys' playgrounds separate. One large classroom for the school, which has fifty-seven pupils on the roster. Fifty-two present to-day.

School interior would be considered more dingy than that of an average American village school, and brighter than that of an average French establishment of the kind. Usual black desks, but single in this case. Windows on both sides of the room. Walls fairly hidden with maps, natural history charts, the "declaration of the rights of man" (which every pupil knows by heart), the *loi grammont* concerning cruelty to animals (ditto), programs, chart of the metrical system, and glass-front box containing specimen weights and measures, a small blackboard hanging on each side of room, and three in front. Stove in rear center, clock, desk globe, case for pupils' *cahiers*.

A small print—the portrait of Victor Hugo—tacked upon rear wall—the only picture in the school-room in the town of Millet!

The *mairie* is represented by a tall wardrobe case, in one corner, wherein are kept the village records. Instructor is secretary to the Mayor, like thousands of other teachers in France. Gets a *supplement* of 500 francs yearly for this work, which is rather heavy.

Village population is about at point where separate school for girls is required.

Instructor is a graduate of the Melun Normal Academy (inspector figured out yesterday that about forty-two per cent. of the teachers in this department (Seine-et-Marne) are normal graduates.)

School begins at 6 A.M. for five or six pupils, who are *bohning* for the approaching examinations for the *certificat d'etudes* (releasing pupils from obligatory attendance after age of eleven.) Teacher does this work gratuitously, like many another pedagog at this season of the year.

Regular schoolwork "takes up," as our Westerners say, at eight o'clock. Elementary and middle course divided into a total of four sections. Pupils enter rather noisily. Appear bright beyond the average, and brimful of mischief. Sing "Le Forgeron" (another "Village Blacksmith"), a somewhat difficult song, with much spirit, teacher leading with heavy voice. Now divided according to class into four groups, three of which are under monitors selected for the day. Some pushing and pulling and walking on seats, much talking out loud, and confusion, before the division is accomplished—the smaller classes retiring to the rear corners of the room, the "second" class to rear center, and the largest pupils in charge of the instructor, assembling around the teacher's desk in front.

Reading is the order for all. The instructor's pupils recite by heart, in turn, La Fontaine's fable of the "Lion and the Gnat." The teacher question

Specimen illustration from "The Spirit of the Orient," by George W. Knox
Published by Thomas Y. Crowell & Co., New York

Programs for Nature Study Clubs.

By HELEN M. DODD, Glen Ridge, N. J.

"To the attentive eye each moment of the year has its own beauty, and in the same field it beholds every hour a picture that was never seen before and shall never be seen again."—*Emerson*

Reading of the Minutes and Roll Call
Business of the Day
Subjects thru November
Birds and their Economic Relation to Man
Stages of Development of Butterfly and Moth
Cocoons of Giant Silkworms
Current Topics in Nature World
Open Meeting for Personal Observations

Birds of the Month.

Transients and Winter Residents.
Birds in Their Economic Relation to Man.
Poem—"Birds of Killingsworth"—Longfellow.

Birds and the insects which they devour in the air by day and night; *e.g.*—Swifts, flies; Kingbird, moths; Nighthawk, mosquitoes, etc. Insects found in shrubs and small fruits and eaten by birds; *e.g.*—Chipping Sparrow, rose slug; Blue Birds, root worms; Robin, climbing cut worm and sphinx caterpillar. Insects eaten in the garden, the orchard, and forest by birds, and the birds that eat them. Insects which attack field crops; *e.g.*—white grubs, white worms, boll worms, root worms, and root lice, eaten respectively by Meadow Lark, Black Birds, Crow, Robin, and Flicker. The amount of food consumed by birds; experiment with a Crow, Robin, and Sparrows.

Birds as regulators of outbreaks of injurious worms, insects, and animals, such as canker worms, locusts, and field mice.

Study of Crow, Black Bird, Bobolink, and Hawk, as friend or foe of the farmer. How to encourage the presence of birds.

Cupuliferae—Oak Family.

Oak, Quercus.

"Jove's own tree
That holds the woods in awful sovereignty."—*Virgil.*

The oak of myth and poetry. Myth of Dodona and the doves. The oak as worshipped by Celt and Briton. The rites of Druids in relation to the oak and mistletoe. Are the oaks slow or rapid growers? How long do most of the oaks take to reach maturity? How old are they before they bear acorns? What famous oaks are believed to have lived at least a thousand years? Pliny's record? How many known species of oak are there? How many in United States?

American species of oak fall into two classes: the white and the black oaks. White oaks have *round* lobed leaves *without* bristles, and bear acorns which mature *first* year. Black oaks have acute bristle tipped leaf lobes, and bear acorns which mature *second* year. What height does oak reach? Greatest diameter of trunk?

Products—Oak as building material.

Bark—Abounds in tanin, bitter principle of which is quercine, used as an astringent in medicine, and in tanning hides; also used with gall nuts in the manufacture of ink.

Quercitron—Inner yellow bark of yellow oak used as dye.

Cork Oak—Native of Spain and Africa. How cork is obtained.

White Oak—Quercus Alba.

Height and diameter of tree? Is it a species common to the United States? Range? Does it grow rapidly? Description of bark, wood, and winter buds. Description of leaves—opposite or alternate? Lobes and sinuses, pointed or rounded? With or without bristles? How they appear when first out of bud, full grown, and in Autumn? Flowers with or before leaves? Are staminate and pistillate flowers borne on the same tree? Why will White Oak disappear unless replanted? Oak galls made by gall fly. Some of the most striking.

History of the Charter Oak of Hartford. Other oaks—Red oak, Scarlet oak, Pin oak, Yellow oak, Chestnut oak, Bur oak, Black Jack, Live oak.

LOOKING DOWN FROM SUGARLOAF, SOUTH DEERFIELD—SUNDERLAND ACROSS THE RIVER.
Illustration from Bacon's Story of the Connecticut River, published by G. P. Putnam's Sons.

SPECIMEN ILLUSTRATION FROM
"ALL THE YEAR IN THE GARDEN"
(A Nature Calendar)
BY ESTHER MATSON
Published by Thomas Y. Crowell & Co., New York

Cocoons of Giant Silkworm Moths.

Study of four stages of development of moths and butterflies, viz.: egg, larva or caterpillar, pupa, and adult. Difference between moths and butterflies in their adult state. "The World of the Dark". as given in Holland's Moths—pp. 78-80. How cocoons may be kept for observation. Silkworm Moth—Family Saturinidae.

Genus Callosania—C—Promethea. Description of larva of promethea, cocoon, and moth. Cocoon found at what seasons of the year and on what trees and bushes? Japanese legend of the "Moth and the Candle."

Genus Samia—S—*Cecropia*. Larva of cecropia; cocoon, and moth. Does larva feed upon a great variety of trees? Cocoon found at what seasons?

Genus Philosamia—P—Cynthia. Larva cocoon pupa, moth. *Ailanthus Moth*. Value as silk producer. Cocoon found upon what tree and at what season of the year? How egress of this moth is made from the cocoon?

Genus Actius—A—Luna. Larva cocoon, moth. Upon what tree does larva feed? What becomes of cocoon in autumn?

Silkworm of Commerce—Bombyx Mori. Family Bombycidae. Native of China and Bengal. Life history of moth in its different stages, cultivation of worm and how silk is obtained.

Bring specimens when possible.

Industrial Education.

INTERVIEWS WITH LEADERS IN THE MOVEMENT FOR THE PROMOTION OF INDUSTRIAL EDUCATION.

(Continued from last week.)

Two Interpretations of Industrial Education.

My ten years' experience in directing the Technical High School, and at the same time a night school of mechanical trades, has forcibly impressed upon me the great need of industrial education from two important points of view. As a high school principal I see it from the educational side. As a director of a trade school, by being brought face to face with the needs of more than a thousand mechanics. I see the need of industrial training from their point of view. These two points of view emphasize the two distinct meanings.

The term "Industrial Education" is commonly used to refer to that form of training which has for its main object the security and development of the industries, which, of course, requires that intelligent and skilful workers be trained for those industries. This is the meaning of industrial education abroad. The trade school has been the most important factor in developing the industries of Germany and France, and it is high time that Americans were aroused to the fact that the industries of this country are greatly handicapped by the lack of similar schools.

From the strictly educational point of view industrial education is an effective method of imparting general information and training. This assumes that the school is a proper place in which to employ many of the activities which are found exercised in the industrial and home life surrounding the school and likely to be continued in any community. According to this view, the school is considered a part of life in the real sense, and its main purpose is conceived to teach children how to live. If it teaches them also, in some measure, at least, how to earn their living no harm is done. If the industries realize the effect of such training in greater efficiency, intelligence, and skill on the part of the youth who come from such schools to enter the trades, it is so much the better for the industries. But this is not the main object of industrial teaching in the common schools. The idea is to make the industries and the homes contribute to the educational result in a large sense in order that the schools may not be separated from life as they have been in the past and are now to a considerable extent, but become and remain a very vital part of life. It is hardly necessary to say that both forms of industrial education are greatly needed thruout the country.

CHARLES F. WARNER,
Manual Training High School, Springfield, Mass.

A Vital Problem in Our Democracy.

Industrial efficiency is fundamental to the real prosperity of the country as a whole and to that of every mill-hand, mechanic, farmer, craftsman, merchant, and clerk in the United States.

It is vital to our domestic progress and to our foreign trade that slipshop workmen, ignorant mechanics, veneer, and general bad taste should no longer be tolerated or excused by any one.

It is essential to the maintenance of a democracy that the medieval distinctions between the "clerk" who does not soil his hands and the "laborer" who does, should be broken down, and that youth should be brought up to respect manual labor and industrial progress by having had some experience of both.

It is educationally necessary that boys and girls be taught to use their hands as well as their heads; and that whether they are to make use of them or not—they be made acquainted with and more or less proficient in those industrial ideas and processes which are the main roots of modern life.

JAMES P. MONROE, Boston.

How Christmas Is Celebrated in a Rochester School.

By ANNA V. M. JONES, Rochester, N. Y.

Because holidays mean so much in the life of a child, the use that is made of them in school may become very influential for good in his training. Because Christmas is the child's own day of days we make it contribute a full measure of value in his year's advancement.

Wholly apart from its significance in the Christian religion, its lessons of loving and giving may be used to vitalize the work of every child for one entire month.

The first week of December each year, we begin to sing our Christmas carols: First the "world-wide festival" songs, "I Heard the Bells on Christmas Day," "Dear Old Christmas," "Carol, Brothers, Carol," and the like. Following these, we have a little set which tells the Christmas story: "Three Kings of Orient," "Little Town of Bethlehem," "Watching in the Meadows," and Luther's "Cradle Hymn." Just before the day itself, we add two rollicking ones, in "Hail Old Father Christmas," and "Santa Claus."

These same songs have been sung every year. The music is excellent and children come back to them once a twelvemonth with that joy of association with past happiness, which makes them very dear.

As soon as the first carol is sung work begins upon gifts for the home people. First of all, comes the preparation of our Christmas books. Every child in the school, from kindergarten thru the highest grade, uses December lessons as pages for the volume he is making. In kindergarten his sheets of work will be mounted pictures to tell the story of each week,—folding, cutting, weaving, sewing, brush work,—bound in covers made by the little children themselves.

Thruout the grades specimen pages of daily work make up the book for father and mother. Book covers are designed for these valuable documents, and the day before our festival each young maker hangs up his month's product to await the coming of fond parents on the morrow. "The best written lessons of the year come just before Christmas" is the teacher's testimony regarding this use of regular work.

Hand work has been done in all grades since September, and now are brought forth "models" from manual training and sewing classes, to be labeled for home friends. The weaving, sewing, knife work, and joinery grow very valuable to their young makers when saved for these uses.

Naturally every child desires, however, to make some gift with just a Christmas purpose in it, so bits of ribbon and cardboard and pictures and reed and raffia, and dozens of other treasures are brought to school and turned into pretty and useful things in the time between bells and the odd minutes during school hours. These are the child's own free construction work, and it is quite a marvel the way the children turn out presents, pretty and well made.

The power that comes to the workers is great, and it is beautiful to watch them hard at their self-imposed tasks, to note the earnest and absorbed interest of every child, to observe the kindly help which deft little hands give to their clumsy playmates, and to realize how much genuine growth comes in these few weeks of work concentrated on a purpose which is perfectly appreciated by each child.

There is an all-aroundness in this month's scheme that makes us wish each section of the year might as truly lead up to some right climax. There is nothing in the school life but has been contributing to the great lesson of making happiness by doing.

There is almost no conscious preparation for the celebration of the day itself, but when Christmas comes, it blossoms naturally into an all-day festival, for which the month has been a gradual unfolding. Mothers save this day for the children at the school; fathers drop in for a little look at things. The boys and girls adorn the occasion by clean clothing and their best manners.

First of all, for mothers and fathers, is the kindergarten Christmas-tree, a tree made without a thought of the wee selves about it, trimmed and decked by little hands to whom loving and giving are perfectly satisfying.

The kindergarten children sing their carols, have some games, and a story, distribute their gifts, and go home, leaving their tree to decorate the hall for older children.

The boys and girls of the first four grades will then gather about the tree—four hundred of them—and have their happy hour. The program is the same from year to year, always fascinatingly interesting; as dear repeated things are sure to be to children. Each class gives a bit of Christmas in some other land, singing characteristic songs, reciting suitable poems, describing the country represented, telling its legend or story or dramatizing its peculiar celebration of the day. For a part of the month geography has been, perhaps, a study of Germany, or England, or Norway, or Italy, or Austria, or Russia; so that the culminating share of that grade in the program has again grown naturally out of regular school work.

In the evening, so that fathers may be present; the upper grades give a play or a reading for the parents and the teachers of the school.

Two plays and two readings make a cycle that does not grow wearisome, one chosen each year from the few good things we have found. The plays are simple, natural, and brief, requiring but a few rehearsals. The readings are from Dickens' "Christmas Carol," or "The Bird's Christmas Carol," given by best readers from grades five to eight.

These, preceded by the carols, sung as only well-trained children can sing well-chosen songs, make a joyous ending to a joyous day.

Year after year the good old day is made ready for in this thoro way, and eight hundred children are by its influence led into thoughts that lead to actions that form habits of right living.

The younger the children the more they are in need of the kindly warmth of cheerfulness and encouragement. Storms and hail and frost do not promote growth and life. They serve a desirable end when they clear the atmosphere that has become overcharged with sentimentality or perturbed by unruliness. The teacher need not be over-anxious that every little misstep or wrong doing shall meet with appropriate and swift punishment. After-life will break off whatever rough corners there may be. What is not so likely to happen is that honest effort will be as promptly and generously rewarded. Better let one unpleasant act go unpunished than treat one child unjustly. A happy childhood is a better preparation for life than discouragement and disappointment. A child that has lived in the sunshine will meet the world with a brighter disposition than one who has the memories of early heartaches to overcome.—OSSIAN LANG.

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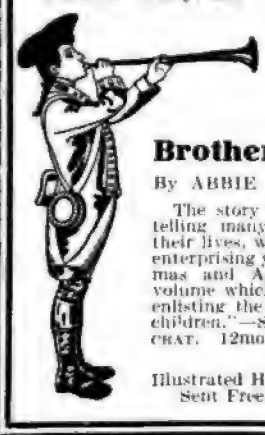

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CHRISTMAS BOOKS

THE season's art book is undoubtedly "The Châteaux of Touraine," with its beautiful illustrations by Guérin and its many fine photographs of the famous French châteaux. The book is issued as a companion volume to the very successful "Italian Villas," by Edith Wharton, with Parrish's illustrations, issued two years ago.

FREDERICK TREVOR HILL'S "Lincoln the Lawyer" is a work which will attract wide attention. Clearly, logically and convincingly the author shows how in Lincoln's years of struggle and practice in the Illinois courts he sowed the harvest whose reaping saved the nation and placed him among America's heroes. Rich in anecdote and incident and in reproduction of portraits and documents, the book will take high rank among the most valuable contributions to Lincoln literature.

IN FICTION, Anne Warner's "Seeing France with Uncle John" is a work of genuine humor by the author of "Susan Clegg and Her Friend, Mrs. Lathrop." It is a jolly and clever satire on the American tourist. "In the Days of the Comet" is imaginative work of a very high order, and, incidentally, a powerful arraignment of present-day social and economic conditions.

"DON-A-DREAMS," the first novel of Harvey J. O'Higgins, author of "The Smoke-Eaters," is a love story of a youth of high ideals but a dreamer and unpractical. A Canadian, he comes to New York to seek his fortune, and the book is full of the elusive beauty of the city, with all its grim realities. Dorothea Deakin's "Georgie" is a jolly book for an idle hour, reminding the reader somewhat of Anthony Hope's "Dolly Dialogues," but instead of having a girl for its chief character, "Georgie" is a big, blond, boyish Englishman, who falls in love with a new girl in every chapter. Caroline Abbot Stanley's "A Modern Madonna" is a dramatic novel with a unique plot.

RICHARD WHITEING, author of "No. 5 John Street," has written a new book, "Ring in the New," which has made a great success in England, where it was first published. It is the story of a girl of twenty, orphaned, unworldly, unskilled, and of her fight for life in a large city. Mr. Henry M. Hyde, in "The Upstart," tells the story of a little lad in an Illinois town who starts heavily handicapped but who makes his way and wins the belle of the town and a seat in Congress. John Bennett's "The Treasure of Peyre Gaillard" is one of the best tales ever written of a cryptogram and its unraveling.

FOR BOYS AND GIRLS there are many attractive books. Mrs. Frances Hodgson Burnett has written a series of delightful fairy stories which are appearing in book form with illustrations in full colors. The first two issued are "Queen Silver-Bell" and "Racketty-Packetty House." More will follow. Captain Harold Hammond's "Pinkey Perkins: ust a Boy" was a great success last eason and the author has followed it with "Further Fortunes of Pinkey Perkins." Another good book for boys is "The Crimson Sweater," by Ralph Henry Barbour, one of the most popular writers for young folks. Both of these books are fully illustrated, as is "The Boys' Life of Lincoln," by Helen Nicolay. This is based upon the standard life of Lincoln written by Nicolay and Hay. "Fairy Stories Retold from St. Nicholas" contains some of the best and most famous stories that have ever appeared in that popular magazine. "The Bible for Young People" is the King James version, with some omissions, and with the material arranged in chapters, like a secular book.

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Financing the Civil War
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In the November CENTURY was printed the first article in an intensely interesting series telling the story of the financing of the Civil War, with special reference to Jay Cooke and his phenomenal success in placing the loans which helped to save the Union. This series, written by Ellis Paxson Oberholtzer, Ph.D., will be followed by a number of articles on "Lincoln in the Telegraph Office," being the recollections of the United States military telegrapher who was in the telegraph office in the War Department during the Civil War.

A Novel by Elizabeth Robins
Author of "The Magnetic North"
This story with its fascinating title "Come and Find Me!" will begin in an early number. It is a novel of the far North, full of humor and pathos and largeness.

Theodore Roosevelt in the January Century
Mr. Roosevelt, as is well known, is an enthusiastic student of the early poetic and heroic literature of Europe. Here he writes of "The Ancient Irish Sagas," a paper that will have striking illustrations by Leyendecker.

Short Stories
Which are coming during 1907 will include the work of many of the best story-writers of the country. A remarkable series of stories by the author of "The Fugitive Blacksmith," episodes in a narrative of adventure on the Mississippi and Missouri rivers, will begin soon.

Whistler in Paris and Venice
Two articles covering the recollections of one of the greatest and most individual painters of our time appear in the November and December numbers of THE CENTURY.

Secretary Taft on the Panama Canal
This important paper which answers many questions that arise in the minds of intelligent observers of public affairs appears in the December CENTURY.

Heroines of Fiction
This charming series of pictures in color by de Ivanowski which began with the portrait of Becky Sharp in the November CENTURY will be continued at intervals during the year with beautiful ideal portraits of Jane Eyre, Lorna Doone, and others.

Some Favorite Dramatic Impersonations
The same distinguished artist, Mr. de Ivanowski, will contribute a number of drawings in color representing ideal or romantic characters as produced on the contemporaneous stage, beginning with Maude Adams as Peter Pan, in the Christmas number. The critic of the New York *Globe* says, "This portrait is the most successful and the most interesting one that has been made of a player for many a year."

The Christmas Century
Sets a new standard of artistic beauty and of literary richness in the magazine world. Besides the beautiful illustration, in color, of Maude Adams as Peter Pan it contains also in color "The Belle of the Christmas Ball," by Miss Betz; "The Death of Eve" by Leyendecker, illustrating a poem by William Vaughn Moody, author of the theatrical success "The Great Divide"; "Ave Maria" by Horatio Walker; and other pages in photogravure and in tint. In addition to the important article by Secretary Taft on "The Panama Canal" there is a most suggestive paper on "Government Model Farms," by James J. Hill, President of the Great Northern Railway.

New Subscribers
Who begin their subscriptions with this beautiful Christmas number (December) will receive free of charge the November number containing the opening chapter of Mrs. Burnett's novel "The Shuttle" and of "Jay Cooke and the Financing of the Civil War." Ask for this number when subscribing. Price $4.00 a year

Every one of the remarkable color pictures which will appear in THE CENTURY during the coming year will be worth framing. The series of "Heroines of Fiction" and "Impersonations of the Contemporaneous Stage" will be among the most notable ever printed.

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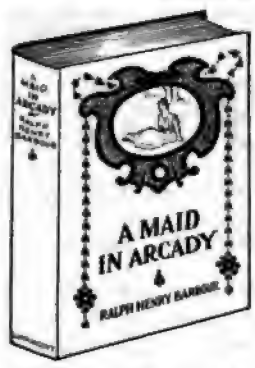

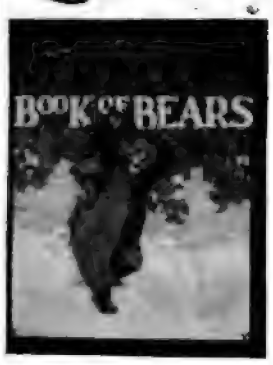

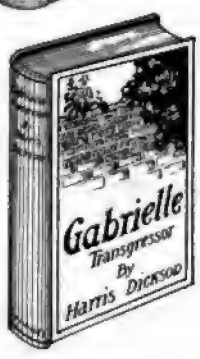

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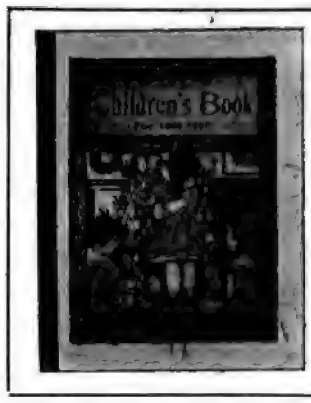

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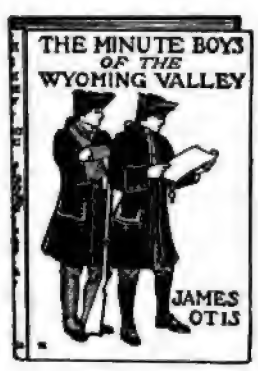

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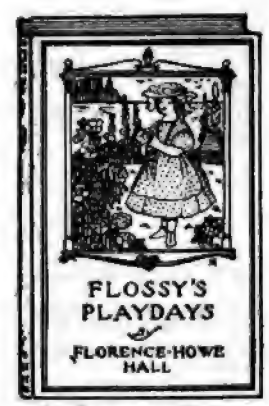

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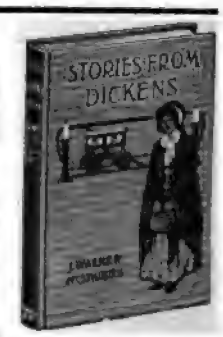

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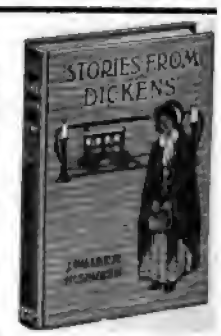

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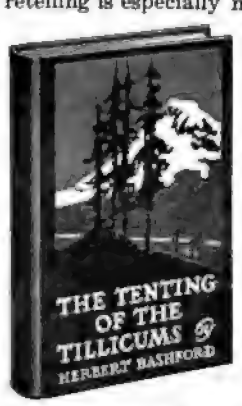

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HOLIDAY BOOKS

It is not by any means the most costly or the most showy presents that are most acceptable to one's friends at Christmas time. The old saying that many good things are done up in small packages is particularly true of certain books. Several of the holiday books this year that are certain to prove among the most popular of those for Christmas gifts are small and comparatively inexpensive. For those who are looking for something of this kind that is really worth while, THE FIRST CHRISTMAS TREE, by Dr. Henry Van Dyke, may be recommended. It is the simple story of how good old St. Boniface, in the days long gone by, turned a festival to Thor with its bloody accompaniment of human sacrifice into a beautiful, merry Christmas celebration. The first Christmas tree was a huge old oak that the good Saint, aided by a storm which all present believed to have been sent from Heaven, felled to earth. On the site where the tree had stood was erected a chapel where Boniface preached for many years.

Dr. Van Dyke always tells a story charmingly. THE FIRST CHRISTMAS TREE is worthy of a place in one's book case and one's heart beside the well-known "The Other Wise Man." (Charles Scribner's Sons, New York.)

Some joys are perennial. We taste them again and again, each time with delight. Such is the joy which comes whenever we reread THE DIVERTING HISTORY OF JOHN GILPIN, by William Cowper. Robert Seaver has taken the poem and with deep appreciation embellished it with woodcuts showing the "linen draper bold" in his famous ride. The little volume is attractively printed in style appropriate to its quaint contents. It is bound in boards with leather back. (Houghton, Mifflin & Co., Boston and New York. 75 cents.)

Mr. Arthur Stanwood Pier's new book, HARDING OF ST. TIMOTHY'S, is a fresh, well-told story of such a boys' community as is usually found in a fine boarding-school. The boys are a splendid set of fellows, whose struggles among themselves, their politics, and susceptibility to the "public opinion" of the school, mirror very clearly the similar forces which are at play in the larger world for which they are preparing.

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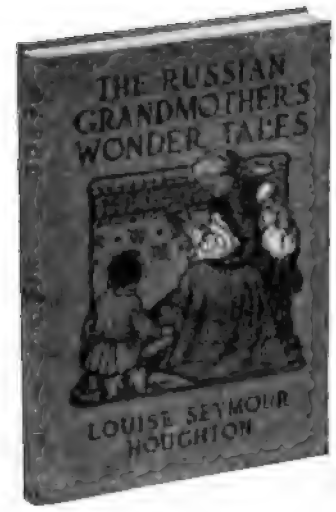
Harry Harding is the central figure of the story. He is the intellectual leader of the school, as Rupert Ormsby is its most prominent athlete. Harry makes that most frequent error of "mistaking prominence for success," and it is his discovery of the mistake, thru the unconscious example of Rupert, that forms the plot of the tale. Other influences and other boys come in to effect this change, and are in turn affected by it. The book is not a sermon, by any means, but gives a good, clear picture of the fight between the selfish and unselfish interests in a number of very healthy boys, and in the school-life which was the composite of their separate lives. (Houghton, Mifflin & Co., Boston and New York. $1.50.)

THE PICCOLO, by Laura E. Richards, is a book of verse for children about just the things children do and think, by one who knows how to write stories and rhymes that children enjoy. The book is attractively illustrated by Julia W. Shaw. A good Christmas gift for children. (Dana Estes & Co.).

"That these stories originated in that fountain-head of wonder tales, the East, is very evident. They give more than a few suggestions of Biblical story: the servant sent to announce the readiness of the feast (a courtesy of which I was myself the recipient in Syria last winter), the Delilah-like importunities by which the youngest sister lures from *Steelpacha* the secret of his strength, are perhaps the most striking instances." These are words from the preface to Louise Seymour Houghton's RUSSIAN GRANDMOTHER'S WONDER TALES. The reader will find many of these tales strangely familiar even amid a setting which does not permit us to recognize them at once. Fairy stories and tales of folklore traveled from mouth to mouth and from country to country long before there was any general exchange of more formal literature. Each new land in which the stories sojourned left its impress upon them. In the Russian form they show more clearly their Eastern origin, than in the forms with which we are more familiar. The author has added a fresh charm to the stories in her telling of them, which will make the book a most welcome gift to children. (Charles Scribner's Sons, New York.)



It is unnecessary to say much about the story of OLD CREOLE DAYS to American readers. George W. Cable, perhaps more in this collection of short stories than anywhere else, has pictured the life of the Creole in old New Orleans, La., with the touch of a master hand. The book is one of our classics.

Chas. Scribner's Sons have brought out just in time for the holiday season a beautiful edition of OLD CREOLE DAYS. It is illustrated with very satisfactory photogravures by Albert Herter. The illustrator has entered thoroly into the spirit of the work and has pictured with deft hand the characters described by Mr. Cable. Little Pauline of the Café des Exilés, the seven beautiful maidens of the Plantation Belles Memoiselles, the young Dutchman peeping thru the window at 'Tite Poulette, and others that lovers of OLD CREOLE DAYS remember so well, add much to the value of this volume. The book is covered in green cloth, with a magnolia in white and gold on the front. This edition can be recommended heartily as an acceptable Christmas gift. (Charles Scribner's Sons, New York.)

Some of the most discriminating book reviews that come our way appear in the London *Journal of Education*. Readers of THE SCHOOL JOURNAL will be interested in the following comments on Andrew Lang's new ORANGE FAIRY BOOK as showing how the book appears to English eyes, and the English method of commenting upon a book of the kind:

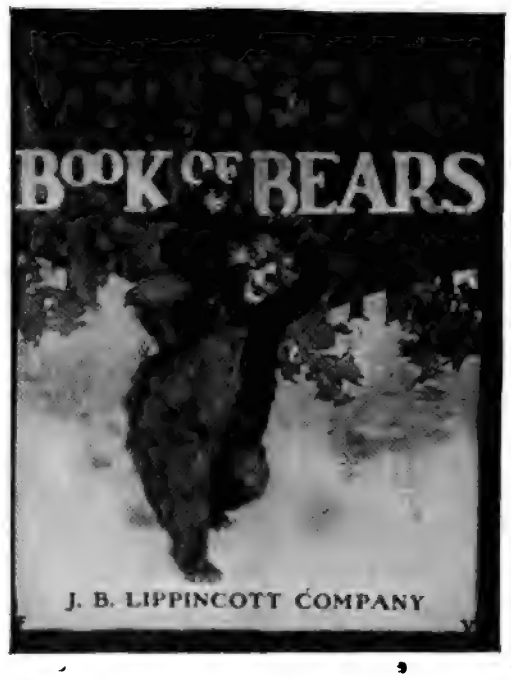
"If Mr. Lang believes that no one reads prefaces but critics to save themselves the trouble of reading the books themselves, he should, from prudential considerations, take his prefaces a little more seriously, and not offer to his critics stones for bread. Fairy tales, he tells us, were obviously composed mainly for children, which accounts for the absence of the 'improper' element. Is it so? Were the fairy tales of Circe, Claypso, and Cyclops composed for children? How, he asks, is the family likeness between the 'stories of the remotest people' to be accounted for? Partly they have been disseminated by warriors, travelers, and missionaries, and in part 'the uniformity of human fancy

TAKE THE BLACK TAKE THE BLACK cried the cats

From "The Orange Fairy Book"—Longmans, Green, & Co.

"How slippery it is, Sam, and a five and twenty mile walk."
From "Mr. Pickwick's Christmas."—The Baker and Taylor Co.

in early societies must be the cause.' Verily these be stones, and we can only suppose that Mr. Lang has determined to prove his sense of humor—a quality which he allows is not common in authors — by treating his critics as Rhea did Cronos. In one case at least he has succeeded. One critic has not, to be honest, consumed the Gargantuan feast spread before him, but he has tasted all the courses and found some dainty and appetizing, and nothing that could be rejected as unwholesome food for children. The first in the book, a native Rhodesian tale, is spoiled by a tame and pointless ending, but the second is not only a good story, but interesting as showing the mythopœic instinct exercised on so recent an event as the advent of the white men. Take again two stories towards the end of the volume—'The Princess Belle-Flor' and 'The White Slipper'—there are curious points of likeness between these and the tales of Psyche and Cinderella, and we should like to know whether the resemblances are psychological or historical. To the illustrations we can award unmixed praise: they are well imagined, correct in drawing, and harmonious in color."



After all, the ORANGE FAIRY BOOK is a welcome addition to one of the best libraries for children that has ever been gotten together. Boys and girls never tire of the delightful stories in the Andrew Lang fairy books of various colors, Brown, Red, Blue, Green, etc., the present year's volume being in name and in wondrously beautiful colored illustration, an orange book.

There is very little embroidery or gold lace about it, but for plain wearability and every-day usefulness no more appropriate Christmas present could be selected for a student or literary man than LIPPINCOTT'S GAZETTEER.

For the benefit of those who are not familiar with the work, it may be stated that LIPPINCOTT'S GAZETTEER is a geographical dictionary of the world. It contains the most recent and authentic information respecting the countries cities, towns, islands, rivers, mountains, seas, lakes, etc., in every portion of the globe. No country is too large to receive a careful, complete description. If there is any town in the world too small to appear in the GAZETTEER, the editor of THE SCHOOL JOURNAL has so far failed to learn of such a place. Certainly the volume is consulted almost daily by THE SCHOOL JOURNAL, and its authority is considered as final.

A new edition of the GAZETTEER was brought out a few months since, under the editorship of Angelo Heilprin, of the Sheffield Scientific School of Yale University, ex-president of the Geographical Society of Philadelphia, and Fellow of the Geographical Society of London; and Louis Heilprin, author of the HISTORICAL REFERENCE BOOK, etc. This edition contains 2,053 pages of the most accurately compiled material, for collecting which all the latest discoveries and the most modern appliances for obtaining the facts have been employed. (J. B. Lippincott Co., Philadelphia, Pa. $12.50.)

Frank Ver Beck can draw bears funny enough to make the proverbial cat laugh. His book this year is called VER BECK'S BOOK OF BEARS. The frontispiece is a Christmas hold-up, a painting in color which the author hopes "will be appreciated by life insurance officials." The lines accompanying the pictures, the title-page informs us, were thought out by Hanna Rion and Hayden Carruth, a number of the worst ones by the artist, and the best ones by the bear himself. The book "is not dedicated to the Hunter, Roosevelt, the Foxy Roberts, the Chameleon, Thompson-Seton, the Untamed London, or even Uncle Remus Harris, but to the poetic, fantastic, idealistic, painter of animals, F. S. Church." The bears of Bruin-Town is a page made up for your geography. Next time you have a vacation, Mr. Ver Beck suggests, beg your Uncle George to take you to Bruin-Town. Read the red poetry and see if Bruin-Town is not a nicer place than even Glen Island or Newport.

And so the nonsense goes on from beginning to end. No Christmas can be quite complete without this book of bears. (J. B. Lippincott Co., Philadelphia.)

THE HAPPY-GO-LUCKY, OR LEAVES FROM THE LIFE OF A GOOD-FOR-NOTHING, is a little story translated from the German of Joseph Freiherr von Eichendorff, by Mrs. A. L. Wister. It is a half-song, half-prose poem, recording in the first person the adventures of a musician who yielded to the longings of his heart for spring, and flowers, and trees, and all that was beautiful, most of all the lovely Lady Fair, whom his fancy sought.

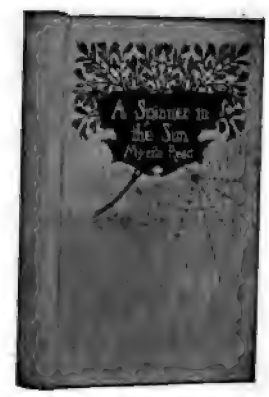
HAPPY-GO-LUCKY is really hardly a story; it is rather the outpourings in a beautiful poetic prose of a joyous, merry heart. Yet the author holds the reader's interest, and most intense interest, from the first page to the last,—where the strolling violinist finds the Lady Fair who long had been queen of his song and his dreams. None but a German could have written the little tale, and Mrs. Wister has done us good service in allowing those who cannot read the original text to forget for the time the prose of humdrum every-day life in the charm of its pages. The book is beautifully illustrated in color and tint and dainty marginal drawings. (J. B. Lippincott Co., Philadelphia.)

The author of EVERYDAY LUNCHEONS, Olive Green, opens her very useful book with a humorous dissertation on "luncheons wise, and luncheons foolish." A study of the sensible suggestions and recipes which she gives makes evident the fact that she favors strongly the "luncheons wise," and that she is determined the housekeepers whose friends are clever enough to give them EVERYDAY LUNCHEONS for Christmas, shall know too how to prepare such practicable, yet delectable, mid-day meals.

G. P. Putnam's Sons

The book includes recipes for quick soups, dainty dishes of fish, meats suitable for luncheon, easy ways of cooking vegetables, eggs, and omelets, quick breads, sandwich fillings, simple salads, beverages, desserts for luncheon, besides menus for "three hundred and sixty-five every-day luncheons." The difficulty with most of the so-called "cook-books" is that the dishes described are too elaborate and too expensive for ordinary people to afford. It is the purpose of the author of EVERYDAY LUNCHEONS to show how appetizing dishes may be prepared at very slight expense, and without "too great a tax upon the woman who is her own maid." The book is bound in blue "checkered gingham," to match the housewife's big apron. (G. P. Putnam's Sons, New York.)

Mr. Edwin N. Bacon has done an incalculable service in preparing with such great care and in so unusually interesting a manner, the Story of the Connecticut River and the valley of the Connecticut. The author tells the historic facts and gives careful descriptions of the river thru all its course of three hundred and fifty miles from mountain to sea. As he says in his preface, the story of the Connecticut River is "full to its last chapter of interest and inspiration, with much of romance, of stirring incident, of thrilling adventure, of the exhibition of heroism, devotion, faith, energy, broad enterprise, large-mindedness, and the true American spirit."



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The first section of the book is devoted to the history with which the river is connected, including the Dutch discovery, the English discoveries, the pioneer river settlements, the colonial history, Indian wars, and particular incidents—as, for instance, the Sack of Deerfield—which occurred along the banks. The second part includes romance of navigation, such as the locks and canals and steamboats and boating. The third part of the book is devoted to the topography of the Connecticut River and the Connecticut Valley. The value of the work is very largely enhanced by the nearly one hundred illustrations which accompany the text. Most of these are reproductions of photographs taken along the river, and show the Connecticut in every phase, from its source to the mouth. The book is a large octavo, printed in excellent readable type, and the whole is boxed to render it suitable for sending thru the mails or by express, as a holiday gift. (G. P. Putnam's Sons, New York.)

To those who know the joy of rambling, the very word by-paths makes at once its own appeal. Not alone to these, however, for the by-paths along which Mr. Henry C. Shelley leads us, or rather, lets us wander, are LITERARY BY-PATHS IN OLD ENGLAND. Mr. Shelley's itinerary, if the word is not too suggestive of plans laid with painstaking care and carried out with conscientious exactness—takes us first with Edmund Spenser as our conductor, to the home of Sir Philip Sidney, of which Mr. Shelley says, "Penhurst cottage homes of the twentieth century perpetuate the semblance of those village homes which clustered about the mansion of the Sidney's in the sixteenth century."

Passing by the quaint Jordans meeting-house and the country around Chalfont, St. Giles, rich in its memory of the Society of Friends, and seeming to harmonize with the peaceful tenets of these gentle associates and followers of William Penn, let us see thru the author's eyes Stoke Poges Churchyard, the setting of Gray's "Elegy."

"Each picture in the poem has its faithful counterpart; the eye-witnesses to the fidelity with which the poet has

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From Bacon's Interesting Story of the Connecticut River, published by G. P. Putnam's Sons.

From "Queen's Museum and Other Fanciful Tales" by Frank R. Stockton
Copyright 1906, by Charles Scribner's Sons.

"While the dragon was thus engaged with the bees the bee man rushed forward, seized the child and hurried away."

caught the inner likeness of the mute objects which sat for the models of his immortal canvas. To the south, a line of 'rugged elms' stands guard by the churchyard wall, and in the summer sun their shadows mingle with the yew-tree's shade, beneath which,

'Each in his narrow cell forever laid,
The rude forefathers of the hamlet sleep.'"

Mr. Shelley does not always permit us to go in ways that seem at first sight alluring. We must visit the little village of Ecclefechan, the home of Carlyle's boyhood. Little is changed here; the school he attended still stands. In surroundings and appearance it has changed but little; it is still as bare and forbidding as in his day. An answer given by an inhabitant to the eager question of a devotee, will give an idea of the attitude of those who live there now toward the man who brought their little town to the world's notice. "Ay, there was Tom; he gaed awa' up to London, but I dinna think he ever did muckle guid."

Enough has been said to show the charming informality of the book, another interesting feature of which is the num- of the photographs taken by the author and scattered liberally thru the volume. (Little, Brown & Co., Boston. $3.00 net.)

Susan Coolidge understands child-nature and writes simple good stories. In A Sheaf of Stories she tells eleven stories, wholesome and entertaining, each with a moral more or less concealed. Old fables are very aptly connected with every-day life. (Little, Brown & Co., Boston. $1.25.)

Brenda's Ward, by Helen Leah Reed, is an interesting series of events linked together by means of the leading character, Martine, a bright, lovable Chicago girl who attends school in Boston. It helps the reader to see the funny side of really amusing incidents. Many historical facts regarding Boston and vicinity are introduced without interrupting the story. A good book for girls, and entertaining to all. A sequel to "Amy in Acadia." Illustrated from drawings by Frank T. Merrill. (Little, Brown & Co. $1.50.)

Old Home Day at Hazeltown, by A. G. Plympton, makes the old home day sentiment the basis of a pretty story. Roxy, a bright, happy girl, and her dear old grandmother have been living with Roxy's uncle and vixenish aunt, and have been made to feel that they were only "encumbrances." One day Roxy and her grandmother manage to get away to visit the old homestead, and find that it is being auctioned off. It is bought by a stranger who proves to be Roxy's father, returned from the Klondyke. The story is well told and interesting. The characters are few but well pictured. Roxy and her grandmother are especially good. Illustrated by Clara E. Atwood. (Little, Brown & Co. $1.25.)

The Dragon Painter, by Mary McNeil Tenollosa (Sidney McCall), is a simple fascinating Japanese love story.

There are but five characters in the story. Kano Indare, a noted painter, and the last of his family; Ume'-ko, his beautiful and talented daughter; Mata, the faithful old servant and childhood nurse of Ume'-ko; Tatsu, a wild mountain painter—the Dragon Painter—and Ando Uchida, an old friend of Kano's, who is instrumental in bringing Tatsu to Kano.

Kano's wife having died when Ume'-ko was a baby, he has lived alone with his art, daughter, and old servant. He constantly grieves that he has no son to continue the family name, and secrets of his art.

Ando, the friend, sees Tatsu and recognizes his talent, tells Kano of him, and finally brings the two together.

Kano wishes to adopt the boy, but Tatsu will not consent until he is persuaded that the "Dragon Maiden" whom he has dreamed of, painted, and hunted, lives there with Kano. Kano wishes him to wed Ume'-ko for art's sake alone. Tatsu, on the other hand, is an ardent lover, and for a time drops his painting and devotes himself to the "Dragon Maiden" Ume'-ko, much to the disgust and annoyance of Kano. For the love of a man for a maid is a matter never to be shown or spoken of in Japan.

Poor Ume' is between two fires—her angered father, who is about ready to do away with her if that will bring Tatsu back to his art; and her devoted lover, who is ready to give up his art for her.

The quiet, happy home becomes a storm-center, until Ume' disappears, to leave Tatsu to mourn her as dead and work out his own salvation.

When Tatsu, after a terrible illness and struggle with self, at last returns to his art, his little wife Ume'-ko comes back to him from her hiding-place, the Convent on the hill.

The story is simple and picturesque, and the impossibility of it only adds to its interest. (Illustrated by Gertrude McDaniel. Little, Brown & Co. 12mo. $1.50.)

Caroline F. Benton's little book Saturday Mornings: or Practical Lessons in Housekeeping, for Children, as it might be called, is very good. The routine work of the house is described in a story. Margaret learns, on Saturday mornings, with her mother or aunt to show her, how to do everything that a housekeeper should know. A good book for mothers to use with their children. (Dana Estes & Co. 75 cents.)

Pea Blossom and Mustard Seed, by Grace Squires, is a charming story of two orphan children who were playmates. They lived in a happy, beautiful world mentally, for they were dream-children, and their world was peopled with fairies. They lived the fairy tales they heard.

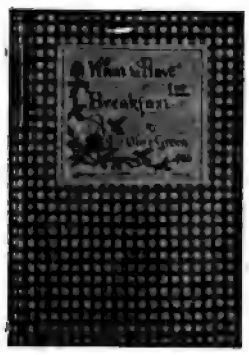
At last they both were adopted by some wealthy people and taken to their beautiful home to live. To them this was the culmination of their fairy life.

The story is sweet and simple. Many a child is living just such a fairy life all by themselves. Illustrated by Dianthe W. Horne. (Dana Estes & Co. 75 cents.)

THE HAPPY-GO-LUCKY, OR LEAVES FROM THE LIFE OF A GOOD-FOR-NOTHING, is a little story translated from the German of Joseph Freiherr von Eichendorff, by Mrs. A. L. Wister. It is a half-song, half-prose poem, recording in the first person the adventures of a musician who yielded to the longings of his heart for spring, and flowers, and trees, and all that was beautiful, most of all the lovely Lady Fair, whom his fancy sought.

HAPPY-GO-LUCKY is really hardly a story; it is rather the outpourings in a beautiful poetic prose of a joyous, merry heart. Yet the author holds the reader's interest, and most intense interest, from the first page to the last,—where the strolling violinist finds the Lady Fair who long had been queen of his song and his dreams. None but a German could have written the little tale, and Mrs. Wister has done us good service in allowing those who cannot read the original text to forget for the time the prose of humdrum every-day life in the charm of its pages. The book is beautifully illustrated in color and tint and dainty marginal drawings. (J. B. Lippincott Co., Philadelphia.)

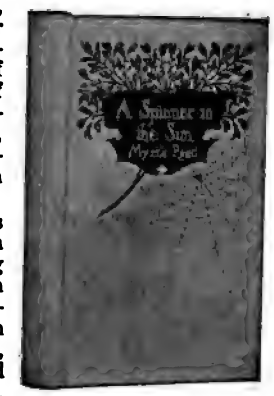
The author of EVERYDAY LUNCHEONS, Olive Green, opens her very useful book with a humorous dissertation on "luncheons wise, and luncheons foolish." A study of the sensible suggestions and recipes which she gives makes evident the fact that she favors strongly the "luncheons wise," and that she is determined the housekeepers whose friends are clever enough to give them EVERYDAY LUNCHEONS for Christmas, shall know too how to prepare such practicable, yet delectable, mid-day meals.



G. P. Putnam's Sons

The book includes recipes for quick soups, dainty dishes of fish, meats suitable for luncheon, easy ways of cooking vegetables, eggs, and omelets, quick breads, sandwich fillings, simple salads, beverages, desserts for luncheon, besides menus for "three hundred and sixty-five every-day luncheons." The difficulty with most of the so-called "cook-books" is that the dishes described are too elaborate and too expensive for ordinary people to afford. It is the purpose of the author of EVERYDAY LUNCHEONS to show how appetizing dishes may be prepared at very slight expense, and without "too great a tax upon the woman who is her own maid." The book is bound in blue "checkered gingham," to match the housewife's big apron. (G. P. Putnam's Sons, New York.)

Mr. Edwin N. Bacon has done an incalculable service in preparing with such great care and in so unusually interesting a manner, the Story of the Connecticut River and the valley of the Connecticut. The author tells the historic facts and gives careful descriptions of the river thru all its course of three hundred and fifty miles from mountain to sea. As he says in his preface, the story of the Connecticut River is "full to its last chapter of interest and inspiration, with much of romance, of stirring incident, of thrilling adventure, of the exhibition of heroism, devotion, faith, energy, broad enterprise, large-mindedness, and the true American spirit."



G. P. Putnam's Sons

The first section of the book is devoted to the history with which the river is connected, including the Dutch discovery, the English discoveries, the pioneer river settlements, the colonial history, Indian wars, and particular incidents—as, for instance, the Sack of Deerfield —which occurred along the banks. The second part includes romance of navigation, such as the locks and canals and steamboats and boating. The third part of the book is devoted to the topography of the Connecticut River and the Connecticut Valley. The value of the work is very largely enhanced by the nearly one hundred illustrations which accompany the text. Most of these are reproductions of photographs taken along the river, and show the Connecticut in every phase, from its source to the mouth. The book is a large octavo, printed in excellent readable type, and the whole is boxed to render it suitable for sending thru the mails or by express, as a holiday gift. (G. P. Putnam's Sons, New York.)

To those who know the joy of rambling, the very word by-paths makes at once its own appeal. Not alone to these, however, for the by-paths along which Mr. Henry C. Shelley leads us, or rather, lets us wander, are LITERARY BY-PATHS IN OLD ENGLAND. Mr. Shelley's itinerary, if the word is not too suggestive of plans laid with painstaking care and carried out with conscientious exactness—takes us first with Edmund Spenser as our conductor, to the home of Sir Philip Sidney, of which Mr. Shelley says, "Penhurst cottage homes of the twentieth century perpetuate the semblance of those village homes which clustered about the mansion of the Sidney's in the sixteenth century."

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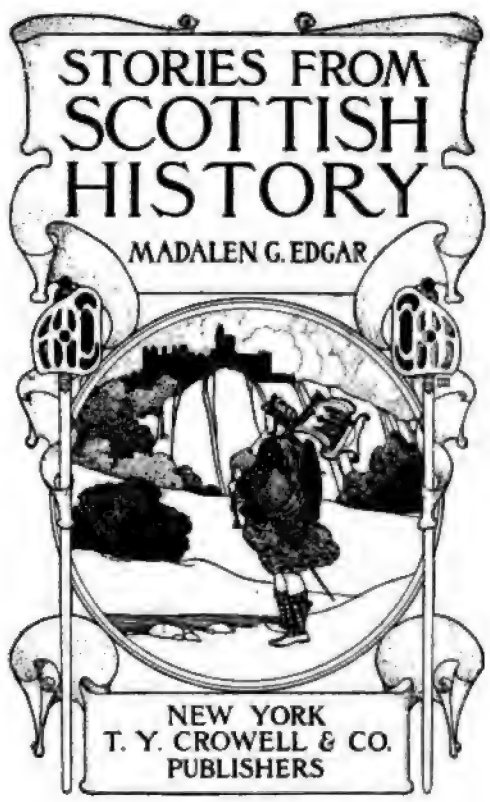

In Stories from Scottish History, Madalen G. Edgar has given us a series of spirited narratives that run from the struggle for freedom under Wallace and Bruce, down to the union of the crowns under Edward VI. Here are all the Scottish heroes that the old and young alike love. On every page there in a stirring tale of warfare and adventure; of fierce-fought battle or stern Border raid; of chivalry and of love. This story-history is based upon the tales that Scott told to his beloved grandson as they rode together thru the woods round Abbotsford, and every child who reads it may dream, too, of that fascinating land of old romance. (Thomas Y. Crowell & Co., New York. Illustrated. 340 pages. 16mo. 60 cents.)

The attractive title of Herbert Bashford's story for boys The Tenting of the Tillicums, awakes the interest from the start in the adventures in a camp on Puget Sound, of four boys who call themselves the Tillicums, an Indian synonym for friends. This story of camp life in the far West rings true, and holds the attention of old and young alike. We are greatly indebted to Mr. Bashford for this wholesome addition to the Twentieth Century Juveniles. The book is attractively illustrated by Mr. Copeland. (Thomas Y. Crowell & Co., New York. 200 pages. 12mo. Cloth. 75 cents.)

Tales from Herodotus, by H. A. Havell, is a worthy addition to the list of books available for supplementary reading. For the boys and girls who will later read these stories in the original it will be a pleasant foretaste of their future work, and for those who will never read Greek it will compensate, in part at least, for their loss. What a fine old teller of tales he was! The stories cannot fail to interest children. The tales have been so selected and arranged as to give a fairly consecutive history of the Greek struggle for liberty, leaving off at the point where, the danger from Persian invasion being past, Athens is about to begin the great period of its ascendency. The volume is illustrated, printed in clear type, and of convenient size. (T. Y. Crowell & Co. New York.)

SPECIMEN ILLUSTRATION FROM
"THE OPEN SECRET OF NAZARETH."
BY BRADLEY GILMAN.
Published by Thomas Y. Crowell & Co., New York.

SPECIMEN ILLUSTRATION FROM "FAMOUS AMERICAN SONGS."
BY GUSTAV KOBBÉ.
Published by Thomas Y. Crowell & Co., New York.

Thomas Y. Crowell & Company, New York, have just issued a new pocket edition of Thoreau's Excurions, with a biographical sketch by his warm personal friend and admirer Ralph Waldo Emerson. The Excursions speak for themselves—Emerson for the man. Those who revere the memory of Thoreau will be glad to read the concluding lines of this sketch. "The country knows not yet, or in the least part how great a son it has lost. It seems an injury that he should leave in the midst of his broken task, which none else can finish * * * His soul was made for the noblest society; he had in a short life exhausted the capabilities of this world. wherever there is knowledge, wherever there is virtue wherever there is beauty, he will find a home." 18mo, p vol. 35 cents.)

The same publishers have also brought out The Main Woods (Thoreau), with an introduction by Annie Russ Marble.

The little book is also gotten up in the same attractive r cloth binding. (35 cents.)

Another of the same series is Fireside Travels, by Jam Russell Lowell, with introductory remarks by William Trent.

This little volume treats of the Cambridge of thirty ye ago, of Lowell's travels in Italy and elsewhere, and conta a chapter on "A Few Bits of Roman Mosaic." (35 cent

Thomas Y. Crowell & Co. have also brought out a new e tion (same binding) of The Tales of a Wayside Inn, H. Longfellow. Introduction by Nathan Haskell Dole. cents.)

Katrina, by Roy Rolfe Gilson, captivates the interes the reader from the beginning, when she first appears grave little schoolgirl, and continues to hold it as she pa quietly and naturally from girlhood into a womanh which could not be otherwise than charming under guidance of her dear old father, the optimistic and guile Professor June, and his friend, the ever-youthful (in of the years that have passed over him), Mr. Larry, w inimitable drollery endears him to every one. The hom of these three is ideal, and is drawn with such skill deftness of touch that the most every-day incidents make up the story are invested with a charm that en to the end. An atmosphere of calm, quiet repose cheery content distinguishes the book and makes it well worth reading. (Baker & Taylor Co New York $1.50)

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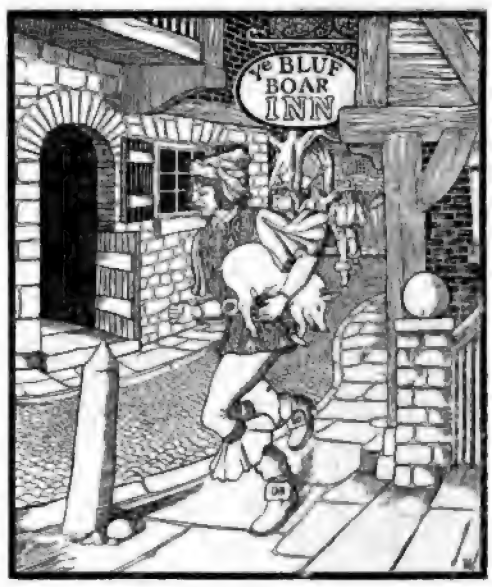
GERMELSHAUSEN is as much of a classic of Germany as is the somewhat similar legend of our own country, "Rip Van Winkle," here. For the benefit of readers who cannot understand the original, a translation of the story from the German of Friedrich Gerstaecker has been made by Clara M. Lathrop.

GERMELSHAUSEN is the tale of a sunken village which comes to the surface for one day every hundred years. An artist, wandering about the country in search of material for his sketch book, happens along on the magic day. He dines with the mayor of the village, dances with the mayor's daughter at the great festival held in the evening, and thru the friendliness of the latter, a beautiful girl, he is spirited away to the woods ere the cracked church bell strikes the midnight hour, when the village and all the inhabitants must sink into the morass again, to remain there until "the day" comes once more, a century hence. The story is a charming one, and the translation has been carefully made. (Thos. Y. Crowell & Company, New York. 50 cents.)

"That will do, Horace," said the newcomer, "you can rest awhile."
From "The Crimson Sweater." The Century Co.



From "Mother Goose."—Fox, Duffield & Co.

THE BIRCH-TREE FAIRY BOOK, companion volume to Mr. Clifton Johnson's "Oak-Tree Fairy Book" which appeared last year, is a collection of stories gathered from all points of the world and retold for all who love Fairy Land and its inhabitants. Mr. Johnson in his preface says: "The tales in this book are drawn from many sources, and usually are the result of a comparison of several versions and a combination of the best features of these versions into a simple straightforward whole such as children will read with understanding and pleasure. (Little, Brown & Co., Boston. $1.75.)

In "The Punch and Judy Book." Fox, Duffield & Co.

One sometimes looks wistfully back to the time when a boy's education, as in Greece and Rome, consisted largely in learning the hero tales of olden times, or the stories such as Homer or Aristophanes could tell. If our present education is too crowded to permit the teaching of sufficient Latin and Greek to let our boys enjoy these tales in their original form, the best we can do is to give them good translations. Dr. Edmund J. Carpenter has compiled a book of HELLENIC TALES which he has gathered from the great writers of antiquity. The tales are wisely chosen and carefully adapted. "The Battle of the Frogs and Mice" is taken from Homer; "Atalanta's Foot-Race" from Aelian and Ovid; "Pandora's Curiosity" from Hesiod;—but these are sufficient to indicate the nature of the work.

The importance of the book lies in the fact that while it tells the boys the most delightful stories, it is giving them a key to that culture of the ancient world for which we have so little time to-day. (Little, Brown & Co., Boston.)

BETTY BAIRD, by Anna Hamlin Weikel, is a boarding-school story. Betty, a simple, old-fashioned girl, is sent to a fashionable boarding-school. At first her old-fashioned clothes and quaint ways are the cause of much comment and criticism by the girls, but by her attractiveness, wit, and pluck, she wins friends, and graduates as valedictorian of her class. It is a strong story well told. It is illustrated by Ethel P. Brown. (Little, Brown & Co. $1.50.)

Allen French has written a new story of thrilling adventure for boys entitled PELHAM AND HIS FRIEND TIM. The book s illustrated by Ch. Grunwald. Pelham was a lad of such spirit that he could hardly avoid getting into trouble, and Tim's great misfortune was that he had to go to school. The plot is centered about a mill strike. The sons of the employers form one union, the workingmen's boys form another. The story is full of just the sort of moving incident that will appeal to the boyish mind. (Little, Brown & Co., Bo 12mo. Decorated cloth, $1.50.)

Nothing can show more clearly the beautiful quali Laura E. Richards' new book of fables for old and y THE SILVER CROWN, than the fable entitled "The Child."

"Mother," said the blind child, "what a pity it is that e body in this village, except you, is so ugly!"

"Bless your heart, my darling," said the mother; ' do you say that?"

"I was sitting by the fountain," said the blind child, ' ening to the falling water, and the neighbors came to fill pitchers, and I heard them talking. It was terrible! it s that every one in the whole village is either bald or cross- wrinkled or misshapen. All save you, mother!"

"Bless your heart," said the mother; and she looked a gray, worn face in the little glass that hung on the wall.

"They did not like to praise your beauty before cried the blind child. "They spoke your name, and said, 'Oh, hush, there is the child!' Was it not fooli them, mother? As if I did not know!"

"Bless your heart!" said the mother.

(Little, Brown & Co., Boston. $1.25.)

Little Effie and Silas Marner. From "Boys and Girls of George Eliot."—Fox, Duffield & Co.

A new novel by Mrs. Burnham is always eagerly aw by the many readers who have enjoyed "The Right cess" "Jewel," "Miss Archer Archer" "Miss Bagg's S tary," etc. Her latest story, THE OPENED SHUTTERS, i duces a charming group of new characters, and has the coast for its background. The heroine, the daughter poor, ne'er-do-well artist, is left an orphan, and comes her home in the West to Boston. After a cold rece from her rather eccentric uncle and aunt, she is glad to refuge with a more distant relative, "Thinkright" J son, who lives on a farm at Casco Bay. It is called th Farm from its proximity to an old disused tide-mill, closed shutters are symbolic of the bitter, discordant tude of the girl's mind. The influences which cause to be opened round out the book. The necessary co cations of a good love story are furnished by an attra Boston girl who becomes a warm friend of the heroi Casco Bay, and keeps the reader guessing at the l John Dunham, the only available young man. situation gives Mrs. Burnham a good opportunity for the fine character-drawing and entertaining conversation which are found in all her books. The book is illustrated with a beautiful frontispiece in color, by Harrison Fisher. (Houghton, Mifflin & Co., Boston. $1.50).

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Mr. Ralph Henry Barbour has added a new title to his rapidly growing list of books for boys—and their sisters too, for that matter. THE CRIMSON SWEATER, like its predecessors, is a story of school life, full of boyish adventures, fun, and frolic; but showing behind it all a spirit of manliness, and fair play in circumstances that are indeed trying in the extreme. Roy Porter is the principal character, and his friendship for Harry, the daughter of the headmaster, adds a pretty bit of juvenile romance to the tale. The story, like the others of Mr. Barbour's, is clean, fresh and bright. (The Century Co., New York. $1.50.)

MEG AND THE OTHERS, by Harriet T. Comstock, is a tale of the real Long Ago, told to two little girls, after supper time, by their grandmother. Meg was a little old-fashioned child who lived on a lonely farm. She was left very much to herself. There was a boy who came once a week to play with her. He and Meg were the best of chums. They did not know how much they meant to each other until the Bosom Friend appeared. This was Little Mary —very pretty and very bright. She came from a far, big city, where little girls are different from their country cousins. The children have all the lovable faults of the happy, healthy, adventurous young people of the present day. Once they all ran away together and were rescued late at night in a lonely hut by the Sand Man. There is a splendid secret in it about Grandpa and Grandma. It is excellently illustrated by M. Power O'Malley. This is one of the most winning stories that Miss Comstock has written for children. (Thomas Y. Crowell & Co., New York. 150 pages. 12mo. Cloth. 75 cents.)

GERMELSHAUSEN is as much of a classic of Germany as is the somewhat similar legend of our own country, "Rip Van Winkle," here. For the benefit of readers who cannot understand the original, a translation of the story from the German of Friedrich Gerstaecker has been made by Clara M. Lathrop.

GERMELSHAUSEN is the tale of a sunken village which comes to the surface for one day every hundred years. An artist, wandering about the country in search of material for his sketch book, happens along on the magic day. He dines with the mayor of the village, dances with the mayor's daughter at the great festival held in the evening, and thru the friendliness of the latter, a beautiful girl, he is spirited away to the woods ere the cracked church bell strikes the midnight hour, when the village and all the inhabitants must sink into the morass again, to remain there until "the day" comes once more, a century hence. The story is a charming one, and the translation has been carefully made. (Thos. Y. Crowell & Company, New York. 50 cents.)

"That will do, Horace," said the newcomer, "you can rest awhile."
From "The Crimson Sweater." The Century Co.

From "HELLENIC TALES" BY EDMUND J. CARPENTER.
Little, Brown & Co., Publishers, Boston, Mass.

The following quotation will give a better idea of the charm of Frances Hodgson Burnett's little fairy tale QUEEN SILVER-BELL, than any words of description could:

THE TROUBLES OF QUEEN SILVER BELL.

I am a Fairy. Now, I won't be contradicted; there are such things as Fairies. I am one myself and have been one ever since the beginning of the world. What is more, I am the Queen of Fairies. I am the Queen of millions of lovely little people, as beautiful as flowers and butterflies They can do all the things people want to have done and find all the things that are lost, and turn pumpkin seed into golden coachmen, and anything into anything else that is nicer, and *yet* as the years have gone on, until it isn't, "Once upon a Time" any more, people have grown so stupid that they don't *believe* in us and they are so blind that they cannot see us even when we are dancing before them, and they cannot hear us, even when we are singing and singing to them:

Why can't you see? Oh! if you knew
Fairies are real—Fairies are true.
Fairies are here—Fairies are there,
Fairies are waiting everywhere,
In the house, and in the street,
On your shoulder, at your feet,
By your fire and on your book,
If you only had the sense to look.
Why can't you see? Oh! if you knew
Fairies are real—Fairies are true.

(The Century Co., New York. 60 cents.)

No one can read A SPINNER IN THE SUN, by Myrtle Reed, without being the better for so doing. This is a great deal to be said in favor of a work of fiction in these days of psychological character-studies and books dissecting social and political problems. The idea is somewhat far-fetched. The normal girl of twenty, naturally merry and very beautiful, as Evelina must have been, would not veil her face in chiffon in her girlhood and continue so doing for twenty-five years. Nevertheless, the story holds the reader's interest from the first page to the last, and the cheery good nature of Piper Tom, the high motives of Dr. Ralph, and the transformation in Evelina herself are inspirational to the reader. The book is one of the most interesting and one of the most helpful of the season. The author is certainly a success as a writer. (G. P. Putnam's Sons, New York.)

A KINDERGARTEN STORY BOOK, by Jane L. Hoxie, is a collection of stories for children between the ages of four and six. It contains original stories, based upon some motif found in our best fairy tales, favorite childhood stories, and stories adapted from popular tales. All told in simple language so that they could be read even to the very small children. It will be especially helpful to the kindergartener and for mother. (Milton Bradley Co. 50 cents.)

FOR THE CHILDREN'S HOUR, by Carolyn S. Bailey and Clara M. Lewis, is one of the best collections of children's stories that has appeared for some time. It is a book for the mother and the kindergartener. The stories are gathered from many sources, old myths, folk-tales, magazine stories now out of print, and the best of literature. They are just the kind of stories a child needs to help him in his mental and moral development. It is appropriately illustrated by G. William Breck. (Milton Bradley Co. $1.00.)

Thoreau's essay on FRIENDSHIP, taken from the author's "Week on the Concord and Merrimack Rivers," needs no introduction. The only question, which arises when it is presented to us in a new form, is, whether that form is such as to make it a desirable gift, or worthy addition to our own library. This question is at once answered when we notice that the little volume is the work of the Merrymount Press. The design and composition are simple and free from the over decoration usually found in books of this kind; the pressworkis practically flawless. It is a pleasure to see and handle such a piece of book-making. (T. Y. Crowell & Co., New York.)

The Semi-Centennial Volume.

The officers of the National Educational Association have decided to publish a Semi-Centennial volume, in lieu of the Annual Convention Proceedings. Valuable contributions have been secured from Dr. W. T. Harris, from Dr. E. E. Brown, the present United States Commissioner of Education, and also from various corresponding members in other countries, who have written on phases of education in their respective countries during the past fifty years, in a manner especially appropriate to the proposed volume. Among these may be mentioned the following: Cloudesley S. H. Brereton, examiner in modern languages of the Oxford and Cambridge Joint Board, has written on "The Development of Modern Language Teaching in England During the Past Fifty Years." Miss Dorothea Beale, principal of the famous Cheltenham Ladies' College, will write on "The Secondary Education of Girls in England for Fifty Years." Dr. Michael E. Sadler, member of the Royal Commission on Secondary Education, has sent a paper for the volume on "The Educational Awakening in England."

Dr. Pierre Emile Levasseur, professor at the College of France, has written on "Primary Education in France During the Third Republic." Camille See, Counsellor of State, and author of the law which created the secondary education of young women in France, has contributed a paper on "The History of the Secondary Education of Girls in France." Dr. Freidrich Paulsen, the eminent and venerated professor of philosophy and pedagogics in the University of Berlin, has contributed a short chapter on "The Backward and Forward View of German Education and Philosophy." Bela de Tormay, Counsellor in the Royal Hungarian Ministry of Agriculture, at Budapest, has written a review of the 'Development of Agricultural Education in the Schools of Hungary."

Similar papers appropriate to this volume are promised by other corresponding members in foreign countries. A report of the Congress of Education at Liege, Belgium, held a year ago, will be supplied by the official delegate of the National Educational Association to that Congress, Prof. Will S. Monroe, of Worcester, Mass.

Other similar features of this volume are being undertaken which may delay the publication of the volume somewhat, but which justify the confidence that it will be the most valuable of the entire series.

CARLYLE'S FIRST SCHOOLHOUSE. P. 28.
From "Literary By-Paths in Old England."
By Henry C. Shelley.
Little, Brown & Co., Publishers, Boston, Mass.

In Colonial Days, by Nathaniel Hawthorne, has been selected as one of the books most suitable to wear a holiday dress. The tales that picture so well the life just before the Revolution, "Howe's Masquerade," "Edward Randolph's Portrait," "Lady Eleanore's Mantle," and "Old Esther Dudley" all center around the Old Province House in Boston, and are loved by all who know them.

The holiday aspect of the volume is given by the numerous drawings of Frank T. Merrill, with which it is profusely illustrated.

The book will form a delightful gift for all who appreciate what is good in book-making as well as book-writing. In addition to the profusion of drawings in black and white there are a number of well executed colored illustrations. (L. C. Page & Co., Boston. $2.50.)

The Rival Campers Afloat furnishes a sequel that carries on Ruel Perley Smith's interesting tale of a party of boy campers, which was told in his earlier book "The Rival Campers." The boys, with their leader Henry Burns, form a typical set of American lads off for a vacation. That they meet with some real dangers in their cruising is natural, and the original manner in which they sometimes solve the problems which confront them is very characteristic. Henry Burns is the kind of chap who are we glad to think furnishes the basis of an optimistic outlook for the future of the country, ready and resourceful, truthful, and with a fine sense of honor.

The illustrations by Louis D. Gowing furnish pleasant views of the boys during their adventures. (L. C. Page & Co., Boston. $1.50.)

Francis Miltoun's "Rambles in Normandy" and "Rambles in Brittany" have assured a hearty reception for the author's new work, Rambles on the Riviera. The author says that his book "makes no pretence at being a work of historical or archeological importance; nor yet is it a conventional work of travel or a glorified guide-book. It is merely a record of things seen and heard. * * * and is the result of many pleasant wanderings of the author and artist, chiefly by highway and byway in and out of the beaten track." The illustrations are beautiful; they were made on the spot by Blanche McManus and add materially to the charm of the volume. They are reproduced in sepia or in black and white. (L. C. Page & Co., Boston. $2.50.)

To the already widely popular "Little Cousin Series," Blanche McManus adds Our Little Scotch Cousin and Our Little Dutch Cousin, Mary F. Nixon-Roulet Our Little Spanish Cousin, H. Lee M. Pike Our Little Panama Cousin, and Claire M. Coburn Our Little Swedish Cousin. This is a series of capital juvenile books of travel and discription, containing enough story to carry the children thru without any hitch and by introducing readers to the children across the water helping them to understand the difference in the environment amid which their little friends grow up. The many quaint customs with which they meet are sure to interest, and the child life of foreign lands cannot fail to inspire them with the hope of one day seeing it for themselves. (L. C. Page & Co., Boston. 60 cents each.)

Captain Jack Lorimer, by Winn Standish, is a healthy, hearty story of attractive young people. The hero is interested in everything in which a normal American boy should be —hockey, basket ball, baseball, football and, of course, a girl. He has the sturdy qualities boys admire, and his fondness for clean, honest sport of all kinds will strike a chord of sympathy among athletic youths. He is already the popular favorite of fiction with the boys and girls of New England and he will now be a favorite thruout the country. Illustrated by Arthur William Brown and Louis D. Gowing. L. C. Page & Co., Boston. $1.50.)

Castles and Chateaux of Old Touraine and the Loire Country, by Francis Miltoun and Blanche McManus. The Loire possesses a fascination and charm which appeal especially to the lover of the romantic and the picturesque. All of us have a natural desire to know more of historic ground and in no other journey in France, of a similar length, will one see as many varying contrasts in conditions of life as he will along the length of the broad, shallow Loire. The book gives evidence of leisurely wanderings thru the country side, dotted with fortresses and Chateaux which appeal especially to strangers, and there is a certain consecutiveness and uniformity to the ambles that are delightful, but impossible, in the course of conventional sightseeing. The illustrations in color and in sepia are numerous and yet carefully selected from paintings made on the spot. (L. C. Page & Co., Boston. $3.00.)

Mr. Roberts

Prof. Charles G. D. Roberts has turned his attention from "The Heart of the Ancient Wood" and the various "Kindred of the Wild," with which we so naturally connect his name, to the Tantramiar marsh country near the Bay of Fundy, and its rough inhabitants.

In his new book The Heart that Knows, the passions of the sailor- and fisher-folk stand out free from the veiling with which a more cultured society covers its instinctive feelings. The author has sought to show us the depth and richness of character which underlie an exterior that resembles in its roughness the environment of their lives. It is this depth and steadfastness, amounting to a *heart wisdom* in its discernment of truth and love thru apparent betrayal, which gives the volume its chief appeal to interest. (L. C. Page & Co., Boston. $1.50.)

With Rogers' Rangers, by G. Waldo Browne, is another of the delightful and interesting Woodranger Tales. It is an historically accurate tale of adventure of the French and Indian War. Early pioneer days in America will ever be a center of interest for young readers. The pages of American history do not show a company of troops more famous than "Rogers' Rangers," their strange adventures and hairbreadth escapes are as thrilling and wild as a German legend. The story of their deeds contains all the elements of romance. Illustrations by L. J. Bridgman. (L. C. Page & Co., Boston. $1.25.)

The Dole Twins is Kate Upson Clark's contribution to the "Cosy Corner Series." The author collected the material for her book from stories told her when very young by an aunt whose childhood was passed in the early part of the last century. The tales relate the pranks and frolics of children brought up at a time when the New England Primer was still a respected text-book. The twins are quaint and fascinating and will surely interest the children of to-day. The illustrations by Clara E. Atwood add much to the charm of the little volume. (L. C. Page & Co., Boston. 50 cents.)

The Cruise of the Yacht Dido, by C. G. D. Roberts, is the latest addition to the "Cosy Corner Series." It is a story of a summer's vacation of three boys, well told, wholesome, with plenty of adventure, and certain to prove entertaining to lovers of boys' stories. The ambitions of the central character and the difficulties he overcomes are reasonable and will be a real help to young readers. (L. C. Page & Co., Boston. 50 cents.)

Daughter, wife, and sister of army officers, born on the frontier, when that term had a meaning, surely, Mrs. Florence Kimball Russell speaks from an abundant knowledge, when she writes of the life at a Western army post in the days when Indians were not all confined to "Wild West Shows." Born to the Blue is the title of her book, just published. The incidents from which this stirring story for boys has been woven are in many instances true, and the climax of the book is found in an experience in the life of her brother. In addition to the exciting exploits, which we naturallly expect to find, there is a fine spirit of sterling boyhood and manhood running thru the book.

Pleasing illustrations have been furnished by R. Farrington Elwell. (L. C. Page & Co., Boston. $1.25.)

Annie Fellows Johnston in her new book, The Little Colonel: Maid of Honor, has brought the heroine whom we have so often greeted with pleasure to a point where we begin to feel, as it were, the pangs of an approaching separation. She is beginning to pass from childhood, but before she leaves the stage—to reappear possibly as a charming maiden—she stops to talk with us once more as she used to do as a little child—so frankly. Even Mrs. Johnston could not keep the Little Colonel from growing older, but she has lost none of the sympathetic insight which has made this character loved thruout the child world. It is a charming story charmingly told, and a worthy continuation of the series of which it is the latest volume. (L. C. Page & Co., Boston. $1.50.)

Annie Fellows Johnston.

The Educational Outlook.

A number of Boston physicians recently appeared before the School Board of that city, and urged upon the members the appointment of at least one trained nurse in each school.

They claimed that only in this way could a check be put to the rapidly increasing number of cases of tuberculosis, trachoma, diphtheria, and adenoid growths; and strongly condemned the present system of medical examination as being good on "paper, but actually the worst in the country." The physicians declare that the teachers are often unable to detect diseases.

The Teachers Association of Philadelphia has originated a plan for supplementing the regular work of the Normal School with college courses in important branches, to be pursued after school hours. The Normal School Committee, after discussing the proposition, recommended it to the consideration of Superintendent Brumbaugh and a number of other prominent educators.

Parents' Meeting in Philadelphia.

That the idea of co-operation between the home and the school is gaining ground everywhere is one of the most pleasing aspects of the educational outlook. The parents' meeting recently held in the Kendrick Public School in Philadelphia shows how helpful such a meeting may be.

Chairman Samuel G. Detwiler, of the School Committee of the Twenty-fourth Sectional School Board, presided. The following paragraph is taken from an address by Judge Ashman:

"The teacher has it in her power very often to stimulate the ambition of the humblest pupil, and in doing so will be rewarded by excellent results. The things that are achieved with the greatest difficulty are the things which adhere to us longest. Many men who have achieved distinction had to work very faithfully and hard for their ideas, with this advantage, that these ideas became their capital. Dull pupils sometimes become men of the best practical ability."

Mr. Detwiler introduced Mr. Henry Houck, Assistant State Superintendent of Public Schools, as the 'best-loved man in Pennsylvania." Mr. Houck said: "if you have a good teacher you have ninety-nine per cent. of everything a school really needs" and added:

"I have known some teachers who had so much sunshine in their hearts that they could make the grimiest school-room shine. I have visited a school where the pupils represented seventeen different nationalities. Some of the children at first did not know a word of English. But one beautiful thing about those foreign-born children was that they had been taught at home respect for their teachers. Everything in the school was new and strange to them, but after a while on the playground they picked up a little English, and then their parents learned it, too."

Superintendent Brumbaugh, of the public schools of Philadelphia, spoke of the careful handling required by the two thousand children in Philadelphia, who, for one reason or another, were unable to maintain normal places in the elementary schools. Dr. Brumbaugh then spoke of the value of such meetings as the one which he was addressing:

"Every time you parents pay honor to the teachers you pay honor to yourselves and to your children," he said. "There is a binding obligation on the part of parents to co-operate with the teachers. My father had a rule that I want to commend to you. He had been a school teacher, and he used to say to me, 'Youngster, if you ever get a whipping in school and I find it out, you get another whipping when you come home.'"

Vermont School Law.

Governor Proctor, of Vermont, has signed a bill which was recently passed by the Legislature of that State, providing for the consolidation of the school systems of neighboring towns under one superintendent. The principal provisions of the new law are:

Any two or more neighboring towns having an aggregate of not more than seventy or less than thirty schools of not less than twenty-eight weeks each may, by vote of the school directors of the several towns, unite to form a union for the purpose of employing a superintendent of schools under the provisions of this act, except as hereinafter provided for Grand Isle County. An incorporated district may be considered a town for the purpose of forming a union with other towns under the provisions of this act. A town or incorporated district maintaining thirty or more legal schools may individually be considered a union for the purposes of this act if the School Board thereof so elects. The number of school directors acting for a town or incorporated district forming a union shall not exceed three, when such union consists of two or more towns.

The directors of a town forming a union shall form a joint committee, and for the purposes of this act said joint committee shall be held to be the agent of each town forming the union.

Said joint committee shall elect a superintendent of schools who shall serve for one year, terminating June 30.

Whenever the chairman and secretary of such joint committee certify, under oath, to the State Treasurer, that a union has been effected as provided in this act, and that the towns unitedly have raised by taxation, appropriated, and paid in any one year, a sum not less than $1,250 as a salary for a superintendent of schools, and that under the provisions of this act a superintendent has been employed for one year, the State Treasurer shall apportion the sum of $1,000 among the several towns forming the union according to their grand lists.

Backward and Deficient Children

Dr. Walter E. Fernald, of the Massachusetts School for the Feeble-Minded, in speaking before a recent meeting of the Public Education Association at the DeLancey School in Philadelphia, outlined a scientific method for the treatment of backward children.

"Children on the border of defectiveness should not be associated with truants or incorrigibles," he said. "The two classes will react upon each other to the detriment of both. No use of approbrious terms should be resorted to in dealing with feeble-minded children. No stigma should be attached to their unhappy state. They should be taught and treated separately, given good food, air, exercise, and mental training suitable to their condition. The backward child can be taught to observe the customs of society and become self-supporting. Experience has proved that the imbecile and degenerate child grows up a charge on the community, an inmate of hospitals, homes, and asylums."

Other speakers at the meeting were Mrs. Margaret Cutting, Dr. James H. McKee, Miss Katherin Colwell, and Miss Dora Keen.

Retirement Fund in Philadelphia.

The teachers in the public schools of Philadelphia have shown their approval of the pension system adopted in that city. Already more than three thousand five hundred have agreed to pay the stipulated percentage of their salaries.

The administration of the fund will be in charge of a board composed of the president of the Board of Education and two other members of the Board appointed by him, together with a member of the superintendence department chosen for two years by the contributing teachers and one regular teacher chosen by the contributors every two years. The provisions of the agreement are as follows:

Contributions for the support of the Retirement Fund shall be one per cent. of the salaries of contributors who have been ten years or less in service in the public schools of Philadelphia, and two per cent. of the salaries of contributors who have been more than ten years in the service of said schools; provided, however, that the maximum contribution from a teacher in any one year shall be fifty dollars.

Full annuities, given only after thirty years of service, twenty of which shall have been in the public schools of Philadelphia, shall be one-half the annual salary at the date of retirement; provided, however, that the minimum full annuity shall be $400 and the maximum $800. If, however, after the Retirement Fund shall have been administered one year it shall appear that the funds at the disposal of Retirement Board for the payment of full and partial annuities will permit an increase of the maximum annuity, such increase to an amount not exceeding $1,000 may be made with the consent of the Retirement Board.

Partial annuities, given on account of disability and for more than five and less than thirty years of service in the public schools of Philadelphia, shall be as many thirtieths of a full annuity as the teacher has served years in the public schools of the city.

Teachers dismissed for cause shall have refunded them without interest the amounts which they have contributed to the Retirement Fund.

Manual Work in Bangor.

A splendid course in manual trainin has been conducted in the schools Bangor, Me., for the past two yea The work is in charge of Mr. E. Goodell, a graduate of the Massachuse Institute of Technology and the Norm School of Castine, Me. The training this line is carried on thru the first se grades by means of construction w in cardboard, together with baske and weaving. Pupils of the sever eighth and ninth grades are under direct superintendence of Mr. Goo dell, and their time is devoted principally to bench work.

In the high school, mechanical dra ving is taken up. Commencing with sir nple projections it is carried on along the line of machinery drawing and the dev lop- ment of surfaces. Another branch in which a number of the high school boys are doing excellently, is lathe work. The school in Abbott Square is equi pped with five lathes run by electricity.

Altogether, the work done at Ba ngor compares most favorably with tha t of cities with far larger resources at their command.

Agriculture Courses.

Arrangements for giving course s in scientific agriculture have been comp leted by Prof. Edward B. Voorhees, dir ector of the State Experiment Station in New Brunswick, N. J. A short ter n of twelve weeks will commence on Ja nuary 2. A well-equipped building has been provided for the students.

Of the work Professor Voorhees s aid:

"The instruction to be given w ill be altogether practical. The student s will be taught how to cultivate the di ferent soils in the different sections of the State, as well as the adaptability of the v arious soils to the raising of crops of the gr eatest market value. Particular attention is to be paid to live-stock raising, and also to dairying and fruit vegetable raising."

In and About New York City.

The following assignments of the Board of Examiners have been made by Superintendent Maxwell, of New York City:

James C. Byrnes—Licenses to teach in kindergartens, high schools and training schools, drawing, sewing, truant schools, ungraded classes. Office hours, Wednesday from 2 to 4:30 P. M.

Walter L. Hervey—Licenses to teach physical training, principals of elementary schools, evening elementary and high schools, music. Office hours, Thursday from 2 to 4.30 P. M.

Jerome A. O'Connell—Licenses as assistant to principal, license No. 1, substitutes, allowance for outside experience. Office hours, Monday from 2 to 4:30 P. M., and Saturdays from 9 to 12.

George J. Smith—Licenses for promotion and teachers of the graduating class, vacation schools and playgrounds, evening recreation centers, cooking, shopwork, and German in elementary schools. Office hours, Tuesday from 2 to 4:30 P.M.

November 24, January 26, and April 27 are the dates announced by the Schoolmen of New York for their dinners during the season of 1906-7. The programs for the evenings are in the hands of the committee and will doubtless prove as excellent as heretofore. The St. Denis has been selected as the place where they will be held.

A meeting recently held in Public School No. 2, 116 Henry Street, was the first of a series of meetings for parents which are to be conducted during the winter in District 2. It is hoped that they will bring the parents into sympathy with the work which the teachers are trying to do. The outcome will be watched with great interest.

The New York Board of Education has scheduled the following transfers to take place this month: Principal Willis A. Huntley, from Public School No. 90, Brooklyn, to Public School No. 12; Miss Mary E. O'Donnell from Public School No. 31, Bronx, to fill Mr. Huntley's place at No. 90. The vacancy in No. 12 was caused by the retirement of Dr. Cruikshank.

The work connected with passing upon the examinations of applicants for licenses to teach in the summer schools in New York City has increased to such enormous proportions that the Board of Superintendents have been forced to seek relief. They have requested the Board of Education to make identical requirements for teachers whose work is sufficiently similar in character.

This will necessitate, on the part of the Board of Education, a revising of the by-laws governing the granting of licenses for teachers in the evening recreation centers and vacation playgrounds .

Reducing Part-Time Classes.

District Superintendent Stewart has effected a most valuable reduction in the number of part-time classes. The addition to Public School No. 85, Evergreen Avenue, Brooklyn, has placed that school on a full schedule for the first time in seven years, and sufficient rooms were left available for the use of other schools, to secure a material reduction in the number of part-time classes in Districts 32 and 36.

Superintendent Stewart has, by careful supervision and arrangement, made available a number of sittings in Public School No. 113, Evergreen Avenue and Moffett Street.

By the transfer of thirteen classes, Public School No. 73 has been enabled to adopt a full time schedule. By similar measures Public Schools Nos. 56 and 75 have been placed entirely on full time.

New York Board of Education.

The meeting of the Board of Education, of New York City, on November 14, was preceded by a brief meeting of the Board of Trustees of the Normal College, President Winthrop presiding.

At this meeting a communication was read from Mrs. Charles H. Knox. Mrs. Knox, thru this communication, which was addressed to Mr. Guggenheimer, offered to establish a prize for proficiency in history to the students of the Normal College. Mr. Guggenheimer said that the prize was offered as a memorial to the late Charles H. Knox, and moved that it be accepted by the Board and the regulations for its award be referred to the Executive Committee. The motion was adopted.

A report from the Executive Committee was read, advising that the examinations of the State Examination Board be used for the graduates of the high school department of the Normal College. The report was adopted by the Board. The Board also adopted a resolution approving the appointment of five teachers in the high school department of the Normal College, at an annual salary of $1,100.

The regular meeting of the Board of Education was called to order and after the roll-call Mr. Alfred Mosely, who was present, was asked to address the members of the Board. Mr. Mosely said in substance: "My mission in this country is well known to you all. I am here that five hundred English teachers may enjoy the privilege of going thru your schools and inspecting the methods which have made your schools so successful, a privilege which I enjoyed several years ago. I am impressed with the breadth of mind of the people of the United States in dealing with educational problems. One instance of this breadth of mind is shown in the abundant help which has been given me in my work here at present.

"A subject which I never fail to mention in making an address is the compensation of teachers. In old times the schoolmaster's position was an enviable one, not only because of the social station and influence in the community to which it entitled him, but even financially it was desirable. To-day men with great initiative are drawn into other lines of work. They now go into commercial work because of the greater rewards which it has to offer. We must offer greater inducements if we would stem this tide and secure the men of ability for educational work. It is one of the big problems confronting us to-day." Mr. Mosely closed his remarks by thanking the Board of Education, and especially City Superintendent Maxwell, for the great assistance they had been to him in carrying on his work in this city.

A communication was read from the executive secretary of Mayor McClellan, announcing the Mayor's appointment of Mr. Frank Lyon Polk, to succeed Mr. Henry N. Tifft, resigned.

The proposal of the Board of Superintendents relative to the establishment of an intermediate school in Public School No. 159, after the removal of the Training School to its new quarters, was adopted. The Board also approved the consolidation of Public School No. 18, boys, and Public School No. 18, girls, under the principalship of the present principal of the boy's school; the consolidation is to go into effect December 1.

Mr. Barrett, on behalf of the Committee on Supplies, offered a report which contained the following resolution:

Resolved, that the Board of Health be, and it is hereby respectfully requested to take necessary steps to have all operations deemed necessary by the medical inspectors assigned to the schools, performed at times when schools are not in session.

Mr. Barrett, speaking in support of this resolution, said that not only should the operations not be performed during school hours, but that the consent of parents should always be secured. Mr. Stern questioned the propriety of this matter being dealt with by the Committee on Supplies, claiming that it fell within the province of the Committee on Elementary Schools, of which Committee he was a member, and of whose prerogatives he was most jealous.

Mr. Barrett replied that the action had been taken by his committee in response to complaints received by them, especially from the local School Board of District No. 4, in which riots had occurred last spring as a result of these operations. He would, however, be glad to offer it as a resolution in his capacity of member of the Board. Mr. Stern was glad to support the resolution as such, and it was adopted by the Board.

The Committee on By-laws and Legislation reported upon an amendment to subdivision nine of section thirty-two of the by-laws, requested by the Committee on Supplies, to make the average registration for the month of November preceding the basis for making estimates of text-books, stationery, etc., instead of the largest number registered in any month of the preceding year. In submitting the report Mr. Stern said that while his committee approved the general outline of the amendment they considered that the average attendance would form a better basis for estimates than the registration for the month, and said that this conclusion had been reached after consultation with Dr. Maxwell.

Dr. Maxwell stated that if registration rather than average attendance were made the basis of apportionment of supplies, there would be a temptation on the part of principals to retain on the register names which should be stricken off, in order to obtain a larger apportionment.

Mr. Maxwell corrected a statement of Mr. Stern that there were more pupils on part time to-day than ever before; there were several thousand more three years ago. Mr. Stern stated that in his opinion the part-time problem could not be solved for ten or fifteen years yet.

The Committee on Study and Text-books submitted a report requesting that the Board do not authorize the adoption in the New York public schools of the three hundred words suggested by the Board of Simplified Spelling. The Board deferred action upon the report until Mr. Greene could be given an opportunity to sign the report. The report stated that while the spelling of many of the words on the suggested list was commonly accepted, the spelling of a number of other words was not thus accepted, and the Committee felt that any action by the Board in authorizing the adoption of the list would be unwarrantable.

Principalship of Truant School.

Mr. Henry Sprudle, whose resignation from the principalship of the Brooklyn Truant School is understood to be in the hands of City Superintendent Maxwell, has been appointed a teacher of shopwork.

Of those mentioned as possible successors to Mr. Sprudle, Superintendent Johnson of the Truant Home at Worcester, Mass., seems the most likely choice. Mr. Johnson's work at Worcester has covered a period of sixteen years, and has been most efficient.

The appointment will probably be made by the first of the year.

(Continued on page 477.)

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Coming Meetings.

November 26-28.—State Association meeting at Portland, Ore.

November 26-28.—State Association meeting at Pendleton, Ore.

November 27-30.—Educational Conference at Richmond, Va. Conference will include meetings of Division Superintendents, Co-operation Educational Association, State Teachers' Association.

Thanksgiving Week.—The Eastern Ohio Association usually meets on Friday and Saturday of Thanksgiving week.

November 30-December 2.—The Social Education Congress, at Boston. Frank Waldo, Corresponding Secretary, Room 16, Rogers Building, Boston, Mass.

December.—Northwestern Nebraska Educational Association. For date and place of meeting write Supt. D. W. Hayes, Alliance.

December 1-3.—Southeastern Minnesota Educational Association meets at Winona. W. F. Kunze, president.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26, 27, 28.—New Jersey State Teachers' Association, at Atlantic City.

December 26, 27, 28.—South Dakota Educational Association will have its 25th Annual Session at Sioux Falls.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

Holiday Week, 1906.—State Teachers' Association. Syracuse, N. Y.

Holiday Week, 1906.—Associated Academic Principals, Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.

December—during holiday week.—Washington Educational Association will be held in Bellingham, Wash.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis

December 27-29.—State Teachers' Association will meet at Milwaukee. Lectures will be held in the evening of the first and second days of the meeting.

December 27-30.—Southern Educational Association will meet at Montgomery, Ala.

December 27, 28, 29.—Idaho State Teachers' Association will meet at Boise.

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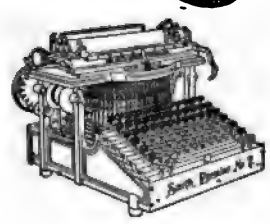

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Mothers' Clubs.

As a means of bringing the mothers of their pupils into closer sympathy with, and to give them a clearer understanding of the work of the kindergarten, the teachers in the Boroughs of Brooklyn and Queens have organized Mothers' Clubs. In planning for the clubs the kindergarten teachers are striving not only to give the parents a broader view of the work of their children at school, but to furnish suggestions which may be helpful in the home; and, also, to bring them in closer touch with the teachers and the mothers of their children's schoolmates.

There will be an annual convention of the Mothers' Clubs connected with the kindergartens of the public schools.

Salary of a Principal.

A most interesting case is before the Supreme Court of New York, pending decision. Miss Catherine Sheehan, of Public School No. 82, in the Borough of Queens, has brought suit for $1,975, with interest, which she claims as back pay. Miss Sheehan was formerly principal of Public School No. 2, Woodhaven, L. I. She was appointed as principal in 1894 and continued as such until consolidation, being at that time in charge of the school afterward known as Public School No. 5, Borough of Queens.

In June, 1898, Miss Sheehan secured a state certificate which entitled her to teach in any public school in the State. City Superintendent Maxwell, in June of the same year, the suit alleges, issued an order requiring her to pass an examination for a principal's license, in order to hold her position.

The contention of the plaintiff is that this order was not in accordance with law and cannot be enforced, in view of the fact that she held the certificate mentioned above. The suit further alleges that "there are in the city over fifty teachers who hold the rank and are receiving the pay of a principal, altho they do not hold any principal's license issued by the city superintendent, or a license other than the kind held by the plaintiff."

Miss Sheehan's present salary is $1,800; the salary to which she lays claim is $2,500.

Honors to Mr. Tifft.

The Board of Education of New York City recently gave a dinner to its former president, Mr. Tifft, at the Hotel Savoy. During the evening Mr. Aldcroft, chairman of the committee on the Nautical School, presented Mr. Tifft with a loving cup, as a token of the esteem of the members of the Board. Mr. Tifft explained that his resignation had been due to no lessening of his interest in educational matters, but to the express order of his physician, and added that if opportunity should arise in the future he hoped to be able to continue his work.

President Finley, of the City College, President Winthrop, of the Board of Education, Chairman Adams, of the Building Committee, and Mr. Harrison, chairman of the By-laws Committee, also spoke.

Board Members' Terms Expire.

The terms of the following members of the New York Board of Education expire on January 1, 1907:

Dr. Dennis J. McDonald, Randolph Guggenheimer, Cornelius J. Sullivan, and Frank Polk, of Manhattan; Frank L. Babbott, and Thomas DeLaney, of Brooklyn; Frank D. Wilsey, of the Bronx,

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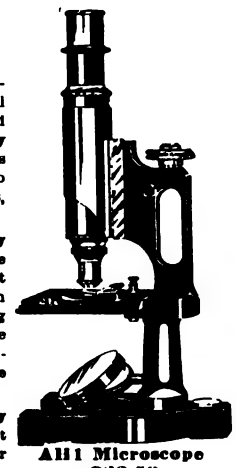

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James A. Renwick, of Queens, and Samuel M. Dix, of Richmond.

The fact that Mr. Dix has been retired from the chairmanship of the Committee on Supplies, Mr. Babbitt from the Committee on High Schools, and Mr. Wilsey from the Committee on Elementary Schools, has given rise to the report that these gentlemen, at least, will not be reappointed by Mayor McClellan.

An effort is being made by residents in the Bronx to secure the reappointment of Mr. Wilsey.

Recent Deaths.

On Sunday, November 11, Henry Martyn Baird, D.D., LL.D., died at his home in Yonkers, N. Y. Dr. Baird was born in Philadelphia on January 17, 1832; in 1850 he was graduated from New York University. He was one of the first Americans to attend the University of Athens, where he remained for two years. He then returned to this country and after studying at Union and Princeton Theological Seminaries, became a tutor in Greek at Princeton. Four years later he accepted the professorship of Greek in New York University. In 1902 Dr. Baird was made Professor Emeritus and Dean of the University.

Besides being a recognized authority in Greek, Dr. Baird was deeply interested in the Huguenots. Among his literary productions are "The Huguenots in France," and "A History of Modern Greece." Dr. Baird belonged to a number of historical and philosophical societies. His loss will be keenly felt by his Alma Mater, to whose service he had devoted his life.

Mr. Arthur Cooper, a well-known representative of the American Book Company, died on November 15 in the Hahnemann Hospital, in New York City. Mr. Cooper had undergone a serious operation the week before, and failed to rally from its effects.

For many years Mr. Cooper was connected with the educational text-book work in the Metropolitan district. His genial courtesy and friendliness had won him many friends, to whom his death will bring a feeling of personal sorrow.

A death that is felt keenly thruout Illinois is that of Principal William I. Marshall, of the Gladstone School, Chicago.

Mr. Marshall went to the Chicago schools in 1894, having spent the twelve years previous as a lecturer. Before that time he had been a county superintendent in Montana, and still earlier principal of schools in Allegheny, Pa. He was born in Fitchburg, Mass., in 1840.

Mr Marshall has rendered valuable service to American history by his work in connection with the early story of Oregon, his best-known book being "The Acquisition of Oregon and the Long-Suppressed Evidence About Marcus Whitman."

Principal Cornelius J. Brower, of Public School No. 2, Hoboken, N. J., died at his home, 260 Tenth Street, Hoboken, on Sunday, November 11. Mr. Brower's death was very sudden. He had, in fact, attended school as usual on Friday.

The news of their principal's death was announced to the teachers and pupils by Supt. A. J. Demarest, at the assembling of school on Monday morning. Mr. Brower was president of the Teachers' Mutual Aid Association, and a member of the West Shore Council Royal Arcanum, of Weehawken.

Here and There.

The Cleveland Grade Teachers' Association, which was founded last spring, shows a most gratifying growth in numbers and in the interest, not alone of the members, but of all concerned, for the welfare of the profession.

The Association was started upon lines similar to those which have been followed in Denver, Buffalo, and other cities, where such organizations have proved most valuable as furnishing a social center for the teachers and giving an *esprit de corps* to the body.

Mr. Stanley E. Gunnison, who has been for the past six years engaged in school text-book work, first with Silver, Burdett & Company, and later with Allyn & Bacon, has accepted the managership of the Hollis Park Company, No. 1 Union Square, New York City. Mr. Gunnison is a graduate of St. Lawrence University.

Messrs. Allyn & Bacon announce that Mr. Raymond D. Hazen will succeed Mr. Gunnison as their representative for New York City and vicinity.

A Relic.

In an alley in McKeesport, Pa., there stands a little one-story structure, frame and log-plastered. The building is old and far from handsome, but the citizens of the town are proud of it, for this was McKeesport's first school-house.

The Board of School Controllers has adopted a resolution presented by J. D. Foster, to remove it to the rear of the newer school buildings, where it shall be preserved as a relic and memorial of the public spirit and sense of civic duty which erected this little building over one hundred years ago.

New Trades School.

Philadelphia's new Trades School, which had its formal opening on November 12, in what was formerly the Locust Street grammar school, has for its primary purpose the meeting of changed conditions brought about by the rapid disappearance of the apprenticeship system. The graduates will be competent journeymen in the trades taught in the school.

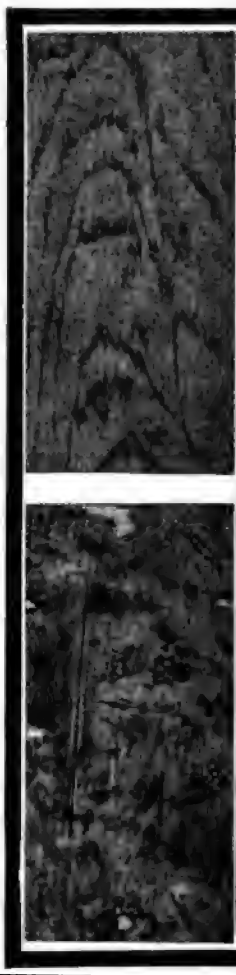
Upon entering the school the student choses the work for which he wishes to fit himself and devotes his entire time, with the exception of the comparatively small amount required in the day school for academic studies, to gaining proficiency in this line. The trades thus far represented are blacksmithing, bricklaying, carpentry, mechanical and architectural drawing, electrical construction, house and sign painting, pattern-making, plumbing, printing, sheet metal work, and steam-fitting.

The plan for this school was formulated by Murrell Dobbins, backed by the energetic action of the Special Schools Committee of the Board of Education.

Among the speakers at the opening were City Superintendent Brumbaugh, Franklin S. Edmonds, and Dr. Talcott Williams.

The Southern Association.

The next meeting of the Southern Educational Association will be held in Montgomery, Ala., December 27-30, 1906. It is probable that the Association of



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Southern College Women, and the Southern Library Association, will meet at the same time and place.

The general program this year will be of unusual interest. Among those already secured by Pres. J. W. Abercrombie to take part in the program may be mentioned Pres. E. B. Craighead, of Tulane University, Pres. E. Y. Mullins, of the Southern Baptist Theological Seminary, Supt. Junius Jordan, of Pine Bluff, Ark., Prof. Joseph S. Stewart, of the University of Georgia, Prof. R. H. Jesse, of the University of Missouri, Pres. J. H. Baskette, of the Carnegie Library Board, and Pres. E. L. Stephens, of the Southwestern Louisiana Industrial Settlement.

Besides the general program, there will be programs for each of the following departments: Superintendence, Administration, Child Study, Industrial and Manual Arts, and Normal Instruction.

It is expected that the usual rate of one fare for the round trip will be made by all the railroads in the Southern Passenger Association. Montgomery is a place of much historic interest, and a large attendance is expected.

The programs will be published and distributed about December 1. For further information, those who are interested should address the General Secretary of the Association, R. J. Tighe, Asheville, N. C.

Illinois Teachers' Association.

The Northern Illinois Teachers' Association, at its recent meeting, elected the following officers: President, S. E. Raines, Freeport; vice-president, O. E. Taylor, East Dubuque; secretary, S. F. Parsons, Dekalb; treasurer, C. E. Joiner, Rochelle; railroad secretary, E. F. Austin, Sterling; executive committee—H. E. Brown, Rock Island; J. N. Adee, Kewanee; G. F. Hoffman, Lanark.

The Association put itself on record as favoring the appointment of a commission to revise and codify the school laws of the State.

New Brunswick Kindergartens.

The Free Kindergarten Committee of St. John, New Brunswick, recently held its annual public meeting. The school system of New Brunswick does not provide for kindergarten work, and, therefore, the free kindergartens have to be maintained by voluntary contributions.

The report of the secretary of the committee, Mrs. H. H. Pickett, gave a most interesting review of the work which has already been accomplished, and outlined plans for the future.

The report stated that the first kindergarten had been established in December, 1903, the second in February, 1906, and

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the third in September, 1906. The work accomplished has been most encouraging, and it is hoped will influence the school authorities to incorporate kindergartens as a part of the public school system.

Other speakers at the meeting were, T. B. Kidner, Rev. G. M. Campbell, and W. Frank Hatheway.

Thanksgiving Decoration.

There are a great many inexpensive table decorations that add to the attractiveness of the Thanksgiving table. A very pretty custom is to have some simple little gift for each of the guests. The room itself can be decorated with fall foliage and with corn stalks or sheaves of grain. Of course these things will appeal more particularly to the women on the farm than the men folks, and the thing to do is but to keep them in the dark as to what is being done. The one thing that should be on hand if there are any children present is the Jack o'Lantern made out of a pumpkin. It is almost as much a part of the Thanksgiving dinner as the turkey itself, to the children. —*Farming.*

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Florida and the South.

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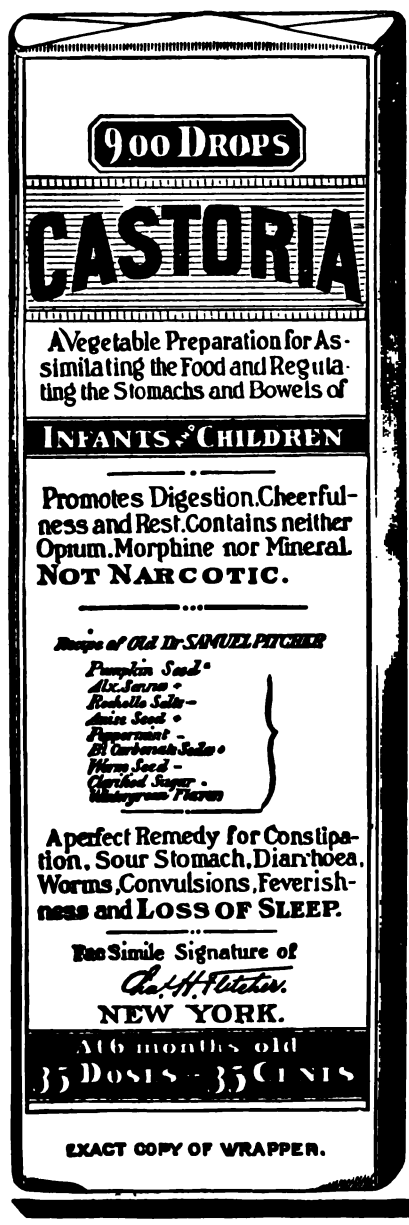

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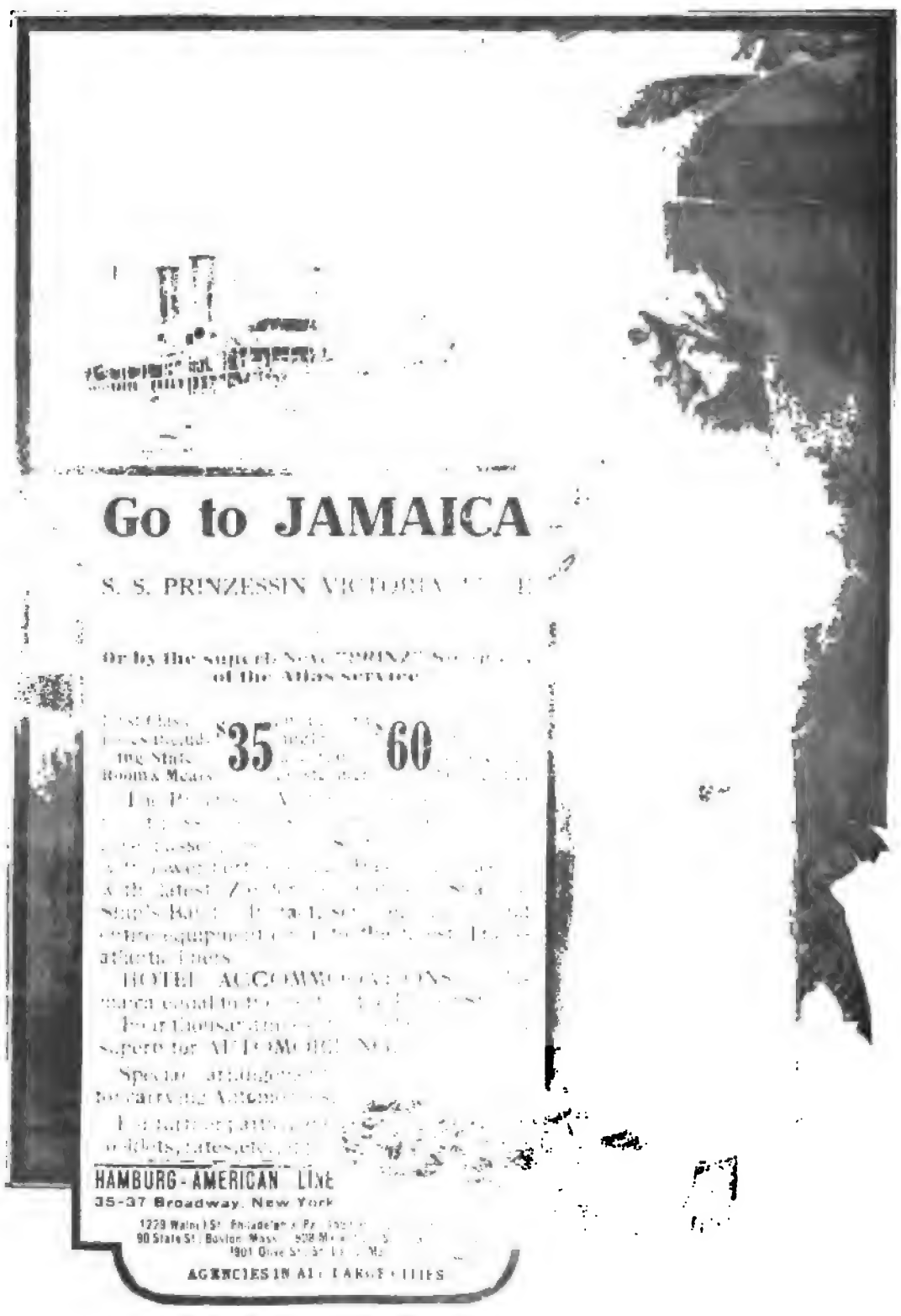
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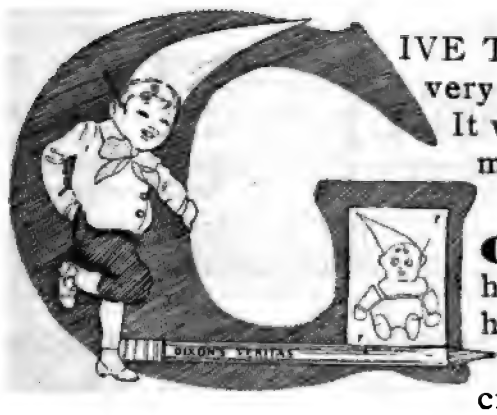

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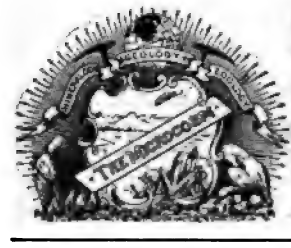

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THE SCHOOL JOURNAL

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OSSIAN LANG, Editor.

Civics and Citizenship.

Police Captain Miles O'Reilly uttered an important educational truth when he told the girls of the Early Morning Club in the Washington Irving High School that the study of civil government is of little avail if it does not arouse and strengthen the desire to promote the public good. This is sound common sense and good pedagogy. That is probably the reason why so many schools have not yet waked up to it.

Tradition is wedded to formula. Strings of names have an unspeakable delight for its followers. History is reduced to lists of kings and presidents and battles. Geography is a dictionary of capitals and boundaries and highest mountains. Grammar —oh, the exquisite pleasure of it!—"teaches us to speak and write correctly" by giving words strange Latin names, by devising fine diagrams, and by collecting exceptions. And so, in the natural course of things, "civil government" or "civics" must deal with the anatomy, the bony machinery, of government; no flesh, no red blood, no marrow.

"Why must you box up every living thing in a coffin over which you can then deliver a funeral sermon about it?" Something like this Jean Paul Richter asked the schoolmasters of his day. Police Captain Miles O'Reilly says, "Existence is a constant fight for better things." And this means that teaching is not a post-mortem tabulation, but the nurturing of ideals and the devising of ways and means of realizing these ideals in forms of life.

School Cities and School Senates and similar devices do not assure good citizenship; they may become machines for the perfection of dishonesty and unloveliness generally. It's the spirit that counts. And that may develop under any régime that is not in its aims at variance with the principles of Americanism.

A school that rewards pupils according to their success at examinations rather than according to the effort brought to the work encourages dishonesty. Wrong standards of success have done a world of harm in public life; let the schools beware of them. Not many years ago it was the custom of school-writers—and frequently teachers, too—on every available occasion to fire the ambitions of the young with stories of poor country boys who left home for some great city, and beginning at the bottom of the ladder rose by persistence to fame and fortune. The "fame and fortune" of these tales almost invariably meant the possession of an excessive share of the world's goods. Thieves and those who accumulated wealth by prostituting civic institutions to machines for selfish gain became heroes in the eyes of the young. And the young of those days learned the lesson well. That is one reason why our country groans and prays that "graft" may cease.

Here is one news item from a New York paper of last week:

FIGHT CRIME IN EAST SIDE SCHOOLS.

War is being waged by the district superintendents, principals, and teachers in the schools of the East Side against the prevalence of crime among their pupils. Older boys are leading many pupils astray by conducting "classes in crime" in the streets and parks after school is out.

And here is another item adjoining the former:

CITIZENS SET STANDARDS FOR POLICE.

In connection with the course of study in civics, the Early Morning Club of the Washington Irving High School is studying the work of the city as presented by various officials of the Municipal Government. Yesterday morning Miss Theresa Hanlon, a member of the senior class, chairman of the Club, presented as the speaker Police Captain Miles O'Reilly, who spoke on the duty of the citizens as concerned with the police force.

"We are all, you and I," said Captain O'Reilly, "engaged in the same work—the uplift of this community. This is your city as much as ours. It will do you very little good to study all about the machinery of government if you fail to realize that government will be what you insist on having it. A policeman is only a citizen who is making a specialty of law and order. It is illogical to expect a police force to be active in maintaining a high standard of cleanliness if the citizens are indifferent to a high standard of moral cleanliness.

"Who are the citizens? You are. No one can dodge the responsibility of citizenship because he may not be a taxpayer. If he lives here he has a duty to uphold those things that make this a good place to live in. If she is a woman, if she is a girl, she is none the less a citizen.

"You girls may not realize your power, but it is a very great power. Many and many a home has been saved from the blight of vice and crime because of the love of a sister for her brother or the love of a child for her parents. Many a father has been kept from temptation by the knowledge of the pain his disgrace would bring upon his girl.

"You are not too young to realize and to use this power for good which God has given to you. Do not shirk it. Take wherever you go the ideals your teachers are giving you. Among your companions, with your boy friends, everywhere, stand for the good, the pure, and the true.

"In the great struggle our nation endured from 1861 to 1865, the girls and the women, by their loyalty and love, won victories for union no less glorious than those of the soldiers at the front. War is not over; existence is a constant fight for better things. Policemen must be soldiers fighting vice and crime. Let us have from such as you the same lofty sentiments and earnest support that the women of 1861 gave to their defenders."

Let those of us who are laboring for the better standards of American citizenship take Captain

O'Reilly's talk to heart. The teaching of civics is of little avail if it does not strengthen the desire to labor for the public good.

The promotion of Dr. Ellwood P. Cubberly to a full professorship in the Department of Education of Leland Stanford Junior University, is a well-deserved reward to an unusually well-equipped teacher of pedagogy. Professor Cubberly has been identified with educational work in California for ten years. Before that he was president of Vincennes University, Indiana. In 1898 he became assistant professor of education in Stanford University, and the following year succeeded to the place held by Prof. Edward Howard Griggs. Professor Cubberly is very popular as an institute lecturer and as a teacher of education generally. I recall how delighted President David Starr was when he first discovered him as superintendent of schools at San Diego. The words he spoke to me at that time were fully realized. Professor Cubberly has developed broad scholarship in the various departments of history of education, the theory and practice of pedagogy, school legislation, and administration, and the broader social aspects of school work. His splendid reputation on the Pacific Coast rests on a solid foundation. He is a conscientious student, a thoro-going investigator, and an enthusiastic teacher. The Department of Education at Leland Stanford is in good hands.

Last week there was held at the University of Virginia a most important conference on secondary education in the South. President Alderman opened the proceedings with an address, outlining the various problems to be considered. Among the speakers were U. S. Commissioner Elmer Ellsworth Brown, State Supt. J. Y. Joyner of North Carolina, Pres. J. W. Abercrombie of the University of Alabama, State Supts. O. B. Martin of South Carolina, and W. B. Merritt of Georgia, Prof. J. S. Stewart of the University of Georgia, Pres. David F. Houston of the University of Texas, Dr. Wallace Buttrick of the General Education Board, Prof. Bruce R. Payne of the University of Virginia, Dr. S. A. Knapp and Mr. Dick J. Crosby of the U. S. Department of Agriculture, Pres. Francis P. Venable of the University of North Carolina, Pres. Brown Ayres of the University of Tennessee, Prof. E. P. Claxton of the University of Tennessee, Prof. W. H. Heck of the University of Virginia, Prof. William Lochhead of MacDonald College (Canada), Prof. J. C. DuBoise of the University of Alabama, and Prof. N. W. Walker of the University of North Carolina.

The topics all related to the secondary schools. The administration of high schools, the relations of higher institutions of learning to high schools, the work of professors in secondary education, the high school course in general, agriculture and science in the high schools, and the agencies and methods of training high school teachers were considered. Seriousness characterized all discussions. It was evident that the school men had gathered to learn how to solve the actual problems now facing them in secondary education. The proceedings are to be published soon. THE SCHOOL JOURNAL will have a report in the near future.

The Training School for Teachers of Lowell, Mass., is in many respects a model of what such an institution can be in the general economy of a school system. The spirit has always been an admirable one in spite of persistent attacks upon the school by those opposed to it on general principles. Year after year the school has gathered strength, until now it is so firmly established in the affections of the citizens of Lowell that its enemies have been silenced, let us hope, for evermore. The principal, Dr. Gertrude Edmund, has been able to work out her own conception of what such a school should be, tho much of her strength has been absorbed by the struggle to preserve the school's identity. Her influence upon her pupils has been a decided building and refining force, and has spread into all the schools of the city. With a strong faith in the social mission of the school, she has worked out many phases that must sooner or later become part of the scope of every educational institution. The visiting of the homes of the pupils, the looking after of the sick and unfortunate, the physical care of the pupils, have all been entered in the list of the teacher's duties. Thru her winning personality Miss Edmund has enlisted the co-operation of such men as Dr. Leahey, for instance, who has liberally given of his time and expert advice in examining the pupils as to the condition of their eyes, ears, nose, and throat. The school is well worth the study of superintendents who desire to know what such an institution can be even where circumstances are not particularly favorable to an unhampered development.

Coming Meetings.

November 30-December 2.—The Social Education Congress, at Boston. Frank Waldo, Corresponding Secretary, Room 16, Rogers Building, Boston, Mass.

December.—Northwestern Nebraska Educational Association. For date and place of meeting write Supt. D. W. Hayes, Alliance.

December 1-3.—Southeastern Minnesota Educational Association meets at Winona. W. F. Kunze, president.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26, 27, 28.—New Jersey State Teachers' Association, at Atlantic City.

December 26, 27, 28.—South Dakota Educational Association will have its 25th Annual Session at Sioux Falls.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

Holiday Week, 1906.—State Teachers' Association, Syracuse, N. Y.

Holiday Week, 1906.—Associated Academic Principals, Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.

December—during holiday week.—Washington Educational Association will be held in Bellingham, Wash.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis.

December 27-29.—State Teachers' Association will meet at Milwaukee. Lectures will be held in the evening of the first and second days of the meeting.

December 27-30.—Southern Educational Association will meet at Montgomery, Ala.

December 27, 28, 29.—Idaho State Teachers' Association will meet at Boise.

Completion of the Course.

By SUPT. S. R. SHEAR, Kingston, N. Y.

The majority of boys and girls in the United States leave school before they are sufficiently developed, before they have learned enough about cause and effect, before they are sufficiently grounded in habits of industry and virtue to insure success. Thrown out upon the sea of life as many are, without regular employment, without any incentive, without any fixed purpose, we cannot wonder at the multitude of shipwrecks. Such children have not sufficient character or sufficient knowledge to enable them to meet the temptations and dangers that will threaten them in their life work, they have not sufficiently high ideals and aspirations to preclude the chances of their joining the great army of useless men and women who have nothing, and no ability to gain and retain that which would make them useful and independent citizens.

G. Stanley Hall and other educators who are especially interested in this matter have carried on independent lines of investigation, and they have all arrived at practically the following figures: Fifty per cent. of the children who enter school leave before the end of the fifth grade; seventy-five per cent. of the remainder leave before the end of the eighth grade; seventy-five per cent. of what remain leave school before the end of the senior high school year, and it is further stated that from thirty per cent. to sixty per cent. who enter college leave before the end of the college course; thus it will be seen that less than ten per cent. of those entering our schools complete even a secondary course, and a very much smaller per cent. complete a college course. One is startled by the contemplation of such figures, and thinking people have been looking for a remedy.

The State of New York has followed the example of Germany in the enactment of a compulsory education law, not from mercenary considerations, but because the strength and perpetuity of the Government depend upon the general leveling up of the race. The ignorant citizen is not only a constant menace to himself, but to society and to the law. We recognize conditions which may exist in the home, making it necessary to take children from school just as soon as the law will permit, but it does seem that every parent should make every possible sacrifice in order that the children may attain at least a high school education.

In many of the smaller towns of New York and other States, all the local educational advantages are embodied in a union school, including a high school department. In such towns the cost of the high school proper never comes into consideration, and people are justly proud that they are able to offer to their children such splendid educational advantages. Statistics show that the proportionate number of high school graduates is much greater in union schools where there is no apparent division of departments, than in towns and cities where a high school seems to be apart by itself. In union schools, apparatus designed primarily for high school classes gives the grammar school children their first real taste for science. The presence of high school students in the building serves as an inspiration to all boys and girls, and the influence of the high school teachers upon the entire teaching force is a powerful stimulus towards higher education.

A vast deal rests with the teacher in this matter. Teachers who do not inspire the boys and girls to go on to the farthest possible point in their education are not true to their trust. It is the duty of every superintendent and of every principal to keep this desideratum before the children and to see that the teachers do the same.

The course of study in any school system is a very important factor in this matter; it seems to me that a prominent cause of the early exodus from school is the fact that too many points of completion are contemplated. Formal graduation from grammar schools is likely to give children the idea that they have completed something. In many cities of our State, entrance to the high school is conditioned upon a regents' preliminary certificate. Strict adherence to this requirement has driven many boys and girls from school, who would otherwise have completed a high school course.

The course of study in most cities and towns covers a period of twelve years, each year divided into semesters. Ordinarily the ninth year will find the student doing full high school work; however, the course is so arranged that pupils have an opportunity to take the regents' examination in spelling and geography in the seventh year, elementary English, arithmetic, and history in the eighth year. In the interim students are allowed to take up as formal studies drawing, physiology, etc. At the end of the eighth year if pupils show sufficient ability, they are allowed to enter the high school, tho they may not have completed their preliminary certificate. Thus, by the time the child is a full-fledged high school student, he has a pretty thoro introduction to high school work, and he is scarcely conscious of the transition. The result is a diminution in the number to leave school at the end of the grammar course. Children do not feel that they have completed their course until they have graduated from the high school.

Discipline is an important factor in this matter. High school principals endeavoring to apply such methods of discipline as are consistent with courtesy and decency are continually complaining that children are not properly disciplined in the elementary schools. In the main, the criticism is a just one. If we are to produce self-controlled men and women, the growth must be gradual and uniform. There should be no radical change in methods from childhood to adolescence, or from adolescence to youth. If it is not right to whip high school students, to impose tasks, to deprive them of just privileges, to treat them as criminals, to resort to various unnatural and senseless methods of discipline, it is not right to treat elementary pupils in this manner, and yet it must be granted that the methods of discipline in the elementary schools are too often radically different from the methods applied in secondary work, and the latter, to my mind, are the correct methods.

Great stress has been laid upon the fact that the subjects comprising the curriculum of the elementary schools are arts rather than sciences, are means rather than ends, are tools for study rather than studies. It is argued as well that upon entrance to the high school, the student is introduced at once into the study of scientific subjects, and that this transition from the arts to the sciences is so radical and abrupt as to discourage many students. We should remember, however, that arithmetic is a science as well as an art, we should remember also that in the pursuit of English, the child must see the symbols which constitute the words; that he must hear the sounds which represent these symbols, that he must remember both before he can use them; that he must compare and group, by means of his reason, the results of his investigation; that he must give expression to the thoughts

which have grown out of his ideas thus formed. In other words, we are training the sensibilities, the intellect and the will just as thoroly in the pursuit of the so-called arts as we are in the scientific subjects of the high school. We grant that in the primary department we are gaining the means whereby we may pursue any line of study; we grant that the prime consideration of secondary work is discipline, and yet from the very beginning, if properly taught, the child is exercising all his physical and mental powers.

All the great divisions of knowledge are embodied in the programs of our elementary schools; in a very general way it is true, but still they are all there, and the high school program contains the same, more highly specialized. There is a constant tendency to introduce many of the so-called sciences into the elementary schools, and this is one of the most hopeful signs of the present age.

Thirty years ago, nearly all teaching, of all grades, consisted in the exercise of the memory; then a reaction set in and it was considered heresy to remember anything. Then for several years the reflective faculties held sway, and the memory and imagination received little attention. Then came the laboratory method of instruction in science, and we began to realize that even the youngest child can see and hear and smell and taste, and very often the younger he is, the keener are those faculties, and so for a time it seemed as tho the perceptive faculties were to receive undue consideration. But we have learned by experience the danger of extremes, and I believe that at the beginning of the twentieth century, we are on a firmer foundation than ever before in that we recognize the unity and harmony of the physical and intellectual forces. We also recognize the fact that children in any stage of development possess these faculties, and the possibility of development is constant.

From the pedagogical standpoint, I believe the present division of our schools into primary, grammar, and high is traditional rather than practical; that it is not even a matter of convenience as the ordinary school system is administered to-day. Progress in the three traditional divisions is like a continuous journey by the same method of transportation and with increased speed, with enlarged vision, broader horizon, loftier views, not three separate journeys with different methods of transportation, in different lands and with entirely different surroundings.

It should be the strong desire and most earnest effort of every teacher to impress these thoughts upon the minds of parents and pupils to the end that the child may remain in school just as long as possible; to the end that when he meets life as it really is, he shall be prepared to solve the problems, fight the battles, and succeed.

School and Home.

[Prin. John Calvin Hanna, of the Oak Park, Ill., High School, is a schoolman of unusual ability. He keeps in mind at all times the broader aspects of teaching, which does not permit the school to be something apart from the community life. His recent talk to the high school division of the Oak Park Parents' and Teachers' Association goes straight to the head of things in words simple enough to appeal to every parent. Aside from the sound thoughts presented, the paper is interesting as a model talk to parents. From its very nature there is much local color; that is in its favor. THE SCHOOL JOURNAL readers know how to get at the core. The paper is, therefore, printed here in full, just as it was delivered.]

The aims of this Association as defined in the constitution, are these: To provide facilities for bringing parents and teachers into closer contact, so as to secure more perfect co-operation in advancing the moral, intellectual, and physical welfare of the pupils and furthering the cause of education in the community.

I am requested to tell what parents can do to assist the teacher in this cause, and incidentally if I should mention a thing or two that teachers can do, perhaps these might not be without interest.

The thesis implied in the wording of the constitution assumes that the teacher can not do all this large thing alone and unaided, viz.: Look after the moral, intellectual, and physical welfare of the children. They need a little help. You see there are six hundred of these children and only twenty-seven of these teachers; that makes an average of twenty-two or twenty-three to each teacher. Any person who has the welfare—the moral, intellectual, and physical welfare—of that number of children to look after alone is going to be a nervous wreck in a short time. Why, even parents work in couples! At our house we have two parents and two children, and it seems like a large number of children sometimes.

But, without any joking at all, sometimes we see parents who seem to take a position somewhat like that; who seem to feel that it is the business of the school to make and keep their children good and wise and healthy, and that if any defect appears in any of these directions the school is to be blamed. Now this sounds absurd to utter in cold blood before a gathering of dignified ladies and gentlemen; but it is the plain, blunt truth.

I have had fathers in Oak Park, able-bodied men, too, urge me to destroy and abolish fraternities in the high school so that they might be able—able, think of it!—to keep their sons out of those organizations.

The other day a woman came to me for redress because two boys had followed her on a certain residence street and had annoyed her by making jeering remarks and by throwing tomatoes, one of which bespattered her waist. I do not know just what she expected me to do, poor woman; hardly, I think, to clean the waist. Of course, the young rascals deserved to be soundly thrashed—by their parents. I do not know whether she came to me because she thought I would be more stern in punishing them than their fathers would.

Not long ago somebody gave a dance on a Saturday evening at a public hall and some of the guests are reported to have rudely annoyed the proprietor of a neighboring business house. Complaint to the police brought the reply that it was "them high school boys," so the complaint was brought to me.

Not long ago some boys stole other boys' property in the Y. M. C. A. building. The parents of the aggrieved parties complained to me because the offenders were said to be high school boys. These are instances that come into my mind readily.

If this were a boarding-school, with monitors and all that, having charge of the pupils day and night, then this attitude would have some reason in it.

upon their time and strength in helping those to make up their work who have been absent from illness. Even to this, which they are glad to do, there is a practical limit. It is unfair to tax them in addition, with the burden of making up work lost by unnecessary absence.

Eighth. A parent should remember such matters as these. If a pupil is to complete a high school course in four years he must complete four studies each year. Ordinarily he ought not to be allowed to take more. The prescribed studies should be taken in their regular order and the elective studies in a reasonable order.

This can be accomplished by nearly all pupils on fulfilment of the following conditions:

1. That a pupil is regular in attendance. No other cause interferes so much with success as absence from school.

2. That the pupil maintain a proper attitude of attention, interest, and industry toward the school and its work.

3. That he occupy all his spare time at school in study, and in addition at least two hours of thoro study at home. If he has five studies, an hour and a half or two hours more will be necessary. The principal never advises a pupil to take five studies. If the pupil devotes time daily to music or some other outside study, then he ought to carry less work in school and distribute his course over five years instead of four.

For many pupils a five-year course is better than a four-year course. Health, strength, adolescence, and its phases are to be considered in deciding the question. Most boys and girls will resist the proposition of a five-year course because of the natural, but false, pride that leads them to desire to "graduate with their class." Here is direct work for the wise parent. The teachers are glad to assist.

Ninth. The parent can do much to protect the child's health and keep him hearty and strong and happy in his work. Without these chances his handicap is a very heavy one.

Here let me suggest that the principal and the teachers are anxious to be informed confidentially of any physical obstacles in the way of a child's best work, such as defective hearing or eyesight, extreme diffidence, imperfection of speech, etc. It is only fair to both teachers and pupil that there be no ignorance or misunderstanding here. The duty is with the parent. The child will often conceal it—sometimes is ignorant of it.

Tenth. The parent ought to protect the child against the tax upon strength that is caused by the excitement of social dissipation. Evening parties for the most part ought to be ruled out of the life of growing boys and girls. Such as are allowed ought never to come on an evening before a school day. It is stupid and cruel to allow it. A somewhat careful examination of the cases of breakdown in school pronounced by accommodating or careless physicians to be due to excessive study required by the school, convinces me that in the majority of cases the real cause is undue social indulgence.

In my judgment this general rule applies with somewhat special force to the allowing of young boys to hang around clubrooms of evenings.

Now, my friends, I understand very clearly that most of these plain injunctions are not perhaps seriously needed by the thoughtful and careful people who are present to-night, but very much more by others who are not able or willing to attend this meeting. How can they be reached? For I assume that the purpose of forming an organization is to help all the children, all the teachers, all the parents, all the community. They can be reached thru you. You know them or many of them and can influence them along these and other lines that will suggest themselves. You can make these meetings attractive and draw them here within the inner circle of interest and activity. And then they will influence others. Such a widening of influence when once started is almost incalculable and will produce results for generations to come.

A few practical hints of a somewhat different character on the surface, yet reaching down to the same fundamentals:

In a community like this there is no need for such an organization to correct seated abuses or serious incompetency protected by privilege or political influences. Those evils do not exist in this town. Your Board of Education is abundantly able and willing to attend to all such matters as the selection of teachers, arrangement of courses, wise management of finances and economical expenditures, heating, ventilating, and other matters of physical comfort. They take care of all matters of ordinary administration and discipline. No organization of citizens is necessary to look after these matters.

Any error or oversight or flaw can and will be quickly and gladly corrected if possible by the Board and the management of the school if attention is quietly called to it by any citizen. No organization or campaign is necessary for that. Of course it is within the province of citizens to meet and organize and discuss any matter of interest to the schools and to bring to the attention of the Board or the principal anything that seems to them deserving of attention. And equally, of course, every such action or suggestion on the part of any organization or individual will receive courteous attention by the Board or the principal.

But fortunately the correcting of seated abuse or machine-protected incompetency is not a burden that need rest upon the shoulders of any organization in Oak Park. Let us hope and work together that it may never come.

There are, however, other things needed for the highest interest of such a school as this that will cost time and thought and interest and money—things in regard to which the Board might perhaps feel a hesitancy in spending the public money because of questions regarding their legal right to do so or because of questions concerning the wisdom of doing so as a matter of public policy.

Under this head might come matters pertaining directly to the social, athletic, and the esthetic interests of school life and development.

A thoughtful citizen expressed to me the belief not long ago that the time has come when the high schools in the best communities will begin to be endowed not for ordinary current expenses, but for just such purposes as are hinted at above, *e. g.*; for the building, equipment, and maintenance of a school gymnasium with a competent physical director or for supplying the pictures and other works of art needed for the ornamentation of the school buildings; or for taking care of the expense of certain social gatherings of the young people under the care of parents and teachers; or for equipping the new building with a pipe organ for leading the school in the practice and rendition of the great choral pieces which they are taking up every year.

The field of useful activity for such an organization opens up indefinitely, and I think I speak for all the teachers when I say that the opening up under auspices so favorable and with a prospect so promising is inspiring to us all, and that it demands and will receive from all the teachers a hearty and loyal support in every way within our power. Any call to action that is for the uplifting and ennobling of character among the pupils awakens a responsive chord among the people who teach in your schools. I believe, moreover, that the same is true of the parents. If the two co-operate the highest results will be attainable.

a permanent advisory council; in substance a national department of health, along with fifty-two other constructive measures.

In America, physicians connected with the American Medical Association for a number of years have advocated that the executive cabinet include a secretary of health. The necessity for such a department has also arisen in connection with the Panama Canal. Indirectly, two medical experts are now associated with the canal organization. In 1906, Mr. Hubert Higgins, in a book entitled "Humaniculture," elaborated the advantages and necessity for national action thru a thoroly equipped national department of health. The recent book by Dr. Shadwell, a physician, on "Industrial Efficiency" tends to the same conclusions.

Certain divisions of the work of such a department are now performed by other executive departments, and these bureaus would form excellent nuclei for the organization. The names of those bureaus now engaged to some extent along lines not foreign to the purpose of such a department and their appropriations follow:

Public Health and Marine-Hospital Service (Treasury Department)	$1,290,000
Bureau of Animal industry for the Inspection of Meat (Department of Agriculture)	1,525,000
Life-Saving Service (Treasury Department)	1,841,000
Total	$4,656,000

The logic that justifies an annual appropriation of $2,000,000 for a life-saving service against the accidents of the sea should justify protection against accidents of disease and death. Other bureaus more closely connected with health regulation than at first sight appears are:

Bureau of Labor (Department Commerce and Labor)	$ 176,000
Bureau of the Census, vital statistics (Department Commerce and Labor)	1,400,000
Bureau of Immigration (Department Commerce and Labor)	2,126,000
Total	$3,702,000

Agitation for the factory acts, the eight-hour day, regulations concerning female and child labor and immigration is justified primarily as health regulation.

The total is, in round figures, seven millions out of a total national expenditure of about $725,000,000. These bureaus should be included in the work of the health department. Many other services, however, should be added, the beginnings of some of which appear in recent bills either passed or now before Congress.

Among these bills is the Meat Inspection Bill, which provides rigid inspection of meat and meat products and regulates the sanitation of slaughter and packing houses. These regulative powers are entrusted in the bill to the Department of Agriculture, which is unfortunately already overburdened with a too diverse series of problems. Moreover, this department is necessarily more concerned with encouraging and protecting the producers in the various industries than in guaranteeing the health of the consumer. Commercially, the interests of the producers and consumers are often at variance. This service should be administered by a national department of health.

The National Quarantine Law recently passed forms the basis for a bureau of national quarantine.

The Pure Food Law provides for the rigid inspection of food and food products, as well as drinkables and medicines. Severe penalties are imposed for adulteration and false labeling. This bill extends federal powers into affairs with which the States have dealt very generally with laxity. The grave danger in State regulation lies in the strong tendency to use these laws indirectly as a protective measure against the products of other States.

There must arise many differences of opinion with respect to the practicable division of powers in the organization of a national department of health. An organization is suggested in the following paragraphs, not for the sake of occasioning argument over details which would necessarily be the subject of careful investigation, but in order to present positive prolegomena for discussion:

1. It seems desirable that a United States National Department of Health should be established, having as its head a secretary, who shall be a member of the executive cabinet.

2. The purpose of the department should be to take all measures calculated, in the judgment of experts, to decrease deaths, to decrease sickness, and to increase physical and mental efficiency of citizens.

3. It is probable that a national department of health could be advantageously made to consist of the following bureaus:

National Bureau of Infant Hygiene.
National Bureau of Education and Schools.
National Bureau of Sanitation.
National Bureau of Pure Food.
National Bureau of Registration of Physicians and Surgeons.
National Bureau of Registration of Drugs, Druggists, and Drug Manufacturers.
National Bureau of Registration of Institutions of Public and Private Relief, Correction, Detention, and Residence.
National Bureau of Organic Diseases.
National Bureau of Quarantine.
National Bureau of Health Information.
National Bureau of Immigration.
National Bureau of Labor Conditions.
National Bureau of Research, requiring statistics.
National Bureau of Research, requiring laboratories and equipment.

4. At the present time of vast undertakings, the magnitude of this department should not be lightly passed over. Great ends must be wrought out thru adequate organization. To make headway against death, morbidity, cancer, tuberculosis, we must use dynamite and in large charges.

To equip human machinery consisting of exceptional men, organized and kept in action for this task, with suitable apparatus and adequate supplies, at least one hundred millions of dollars should be annually appropriated by the nation.

5. The health department should receive its support:

(a) From licenses levied on persons and industries inspected, stamp taxes, and registration fees.

(b) From national appropriations.

(To be continued.)

The story is told—you may have heard it before—of a horse which was drawing a heavy load up hill. A passer-by said to the driver, "She doesn't look as if she liked it. Does she?" To which the driver replied, "She don't have to like it, as long as she does it."

There is the difference.

A teacher must like his work.

I am not now thinking of those unfortunate ones who drifted into teaching because they could find no other and more congenial employment. Nor do I have in mind those who become teachers for the "short working days" and the "long vacations." No, I am speaking of those who are teaching because they want to teach. All others are in a class with the poor horse of our story.

Christmas Greens.

By MAUD ELMA KINGSLEY, Maine.

(Continued from last week.)

The Mistletoe, while closely associated with Christmas, was for many centuries excluded from the interior of the church because of its intimate connection with the heathen rites of the Druids, by whom it was held in the highest veneration, partly because they ascribed peculiar medicinal virtues to it, and partly because it was found on the oak, the favorite tree of their god Bel. "On stated days the Druids cut the sacred plant with a golden knife, and distributed it among the people; but on December 21, when the sun resumed its upward course, in addition to the usual ceremonies, two white bulls were sacrificed in the thickest part of the grove, and huge fires were lighted in honor of that bright luminary whose festival was now inaugurated."

The Mistletoe, from its appearance and manner of growth, is so fascinating a little plant that one does not wonder at the esteem in which it was held by the nature-worshipping priests of long ago. It is an evergreen bush with yellow-green leaves and white translucent berries, and it grows on many kinds of trees from whose living tissue it derives its nourishment, and from which it seems to spring as if it were one of their own branches. It is plentiful in England and Europe and in southern United States, where its evergreen leaves are very conspicuous among the naked branches of the trees in winter. Students of the Æneid will remember the vivid picture of the Mistletoe drawn by Virgil in the "Sixth Book," when Æneas catches his first glimpse of the potent golden bough which gleams amid the green trees:

As in the wood mid winter's chill puts forth the mistletoe,
And bloometh with a leafage strange his own tree ne'er did sow,
And with his yellow children hath the rounded trunk in hold,
So in the dusky holm-oak seemed that bough of leafy gold.

The legend of the Mistletoe is a pretty one:—Baldur was the sun god of the Scandinavians, the god of beauty, love, and light. He is the best of all the gods; every one praises him; and he is beautiful as the whitest of all flowers. His judgment none can gainsay; in his dwelling there is nothing impure. Baldur once had an evil dream and told it to the gods, who took council how he might be protected from every kind of danger. All things in the universe took an oath that neither fire nor water, neither iron nor any other metal, neither bird nor snake should work harm to Baldur. Then for their pleasure the gods devised a sport. Baldur was to stand in the place of judgment and the other gods were to shoot and strike and throw at him; for nothing could do him hurt. This displeased Loki, the god of evil. He changed himself into a woman, went to Frigga, the great all-mother Earth, and learned that all things had taken the oath for Baldur except a twig of mistletoe, which had seemed to her too young. Loki sought the mistletoe, and persuaded Hodir, the blind god, "whose feet are shod with silence," to throw the twig at Baldur, saying that he would help him to do it. The dart flew straight, and Baldur fell dead on the ground. "That was the greatest blow that ever befell gods and men," adds the story. Everywhere was lamentation and consternation. Frigga proposed that some one should ride to Valhalla and ransom Baldur. One of Odin's sons undertook the journey and persuaded the god of the dead to agree to the return of Baldur, if all things in the world, living and dead, would weep for him. Men and all other living beings, also the earth, stones, trees, and all metals, wept for Baldur; but at last there was found a giantess who, when asked to weep for him, refused. The giantess was Loki; and thus Baldur was lost beyond recall.*

To this legend we are indebted for the custom of kissing under the mistletoe in vogue at Christmas. As some reparation for the injury, this little plant had unwittingly wrought, the mistletoe was afterwards dedicated to Frigga, so long as it did not touch the earth, Loki's empire. In her hands it became the emblem of love, for every one who passed under it received a kiss to show that it was no longer the instrument of enmity and death.

Christmas greens were kept in house and church until Candlemas Day, February 2, when all trace of them was carefully removed. The poet Herrick, who is a store-house of information regarding the manners and customs of old England, enjoins the removal of the last greens of the old year, and gives the reason for their displacement in a poem entitled "Candlemas Eve":

Down with the Rosemary, and so
Down with the Baies and Mistletoe;
Down with the Holly, Ivie, all
Wherewith ye drest the Christmas Hall;
That so the superstitious find
No one least branch there left behind:
For look, how many leaves there be
Neglected there, maids, trust to me,
So many goblins you shall see.

Boughs, tho they be evergreen, must sooner or later dry and wither and be thrown aside—the rosemary, that signifies rejoicing and remembrance; the holly, the symbol of peace and good-will; the bay, emblem of victory; the ivy, which breathes of meekness and clinging devotion; the mistletoe, type of purity and love—but the virtues of which these Christmas greens are the symbols; the virtues which make for right living and good citizenship—peace, joy, long-suffering, purity, love, and victory at the last—these abide forever in the heart of him who has once truly entered into the spirit of Christmas.

* Kauffman's Northern Mythology.

The High School.

The value of a good high school to a community is hard to estimate. It exerts a powerful stimulus for good upon the schools below; it holds up before the young ideals of higher and broader scholarship; it is the gateway to otherwise inaccessible realms beyond; it appeals to the ambition of the young; it is a golden strand in the interest that holds to scholarly endeavor.

—*Selected.*

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, $2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE ($1.00 a year) and EDUCATIONAL FOUNDATIONS ($1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, $1.25 a year. A large list of teachers' books and aids is published and kept in stock.

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THE SCHOOL JOURNAL is entered as second-class matter at the Elizabeth N. J., post office.

Notes of New Books

Very few children are familiar with the habits and customs of the people who live in the Amish settlements of Pennsylvania. They will be glad, therefore, to learn something of the love-games, quiet adventures, and boy sports described in THE DEAR OLD HOME, by Sara Ellmaker Ambler. Serena and her brother Dick, two city children, go on a long visit to their grandmother. Serena learns that the people on a nearby farm live by the Bible, and as they will love her as she loves herself, she is most anxious to meet them.

She finds the little girl Beppie quite a housewife and is charmed with her brisk ways and her skill in doing things. She helps Beppie cook and whitewash and make coffee. Then Beppie visits Serena at grandma's, and is surprised to learn that a little girl of her own age—eleven—should still play with dolls. Serena tells her about Santa Claus, and on Christmas Eve there is a pathetic scene in the home of the Amish children. Serena has a Christmas tree and party for Beppie and her little sister and brothers. The boys, Dick and Pharaoh, have a very good time, too. The story is original and entertaining and one that will please children. The talk of the little Amish folk is both touching and amusing. Illustrated by Thos. McIlvaine. (Little, Brown & Co., Boston. Decorated cloth. $1.50.) A. H

STORIES FROM DICKENS. The title alone would suggest a delightful journey to the Land of Dreams. Dickens was a charming story teller, and these are stories of his most famous boys and girls, largely in his own inimitable language. They are merely separated from the big books and the crowded scenes where they first appeared. The collection was edited by J. Walker McSpadden and includes the story of Oliver Twist, Smike and his teacher, which deals with those stirring events at Dotheboy's Hall; Little Nell and her pathetic wanderings with her old grandfather; Paul and Florence Dombey; Pip's own account of how he helped the convict, and what became of it; Little Dorritt's early life, and David Copperfield's history from infancy to aspiring youth. The stories are primarily intended for children. (Thomas Y. Crowell & Co., New York. Illustrated. 376 pages. 16mo. 60 cents.)

THE PHANTOM OF THE POLES is the title of a fascinating book by William Reed. The author believes that the earth is hollow, or double, suitable in its interior to sustain man (after he is acclimated), with as little discomfort as on its exterior, and that it can be made accessible to mankind at one-fourth the outlay spent on building the New York subway. He quotes from the reports of Greely, Nansen, and Kane to substantiate and prove his theory. He says the reason why the poles have never been reached is because there are no poles in the sense usually understood; that the Aurora Borealis is the reflection of a fire within the interior of the earth; that the *why* the sun does not appear for so long a time inwinter near the supposed poles is because of the obliquity with which the sun's rays strike the earth in that quarter. That the volcanic eruptions that send up the rocks called shooting stars cause the great quantities of dirt so frequently found in the Arctic Ocean. That this dirt has been found to contain carbon and iron. He explains the cause and effect of the icebergs, treats of the tidal waves and the colored snow, and the length of the nights in the polar regions. He quotes Greely and Nansen to show how restless and uneasy the needle was at Conger, and the uncanny feeling it gave Greely when it showed a tendency to assume an upright position—because "that was the north"—concludes Mr. Reed.

Mr. Reed speaks of the rocks found on the large paleocrystic floes, some weighing several tons. That the Arctic explorers have invariably come to open water at the farthest point north and south—which always made them turn back. And Greely speaks of open water the year round.

Dr. Rave, when he reached this open sea, could not imagine what became of the ice; that the tides in-shore seemed to make both north and south; that the tide from northward ran seven hours, and that there was no slack water, showing that it did not even come from the poles, and that the tide and wind brought no ice. Nansen reports the discovery of new islands. On one of Greely's farthest trips north, he speaks of the abundant vegetation. He saw ten musk-oxen grazing on the hillsides, a large flock of eider-ducks, which were covered with flowers, the familiar buttercup and luxuriant Arctic poppies. Nansen draws attention to the warmth, that in the middle of December the temperature was only twenty-one and a half degrees Fahr., in a land of snow, to the north of the eighty-first parallel.

The book has many interesting illustrations. Under the globe, showing a section of the earth's interior, the author states: "The earth is hollow. The poles so long sought for are but phantoms. There are openings at the northern and southern extremities. In the interior are vast continents, oceans, mountains, and rivers. Vegetable and animal life are evident in the new world, and is it probably peopled by races unknown to the dwellers upon the earth's exterior." (Walter S. Rockey & Co., New York. Cloth.)

James Otis has written a new story that can be well commended to boys. It is a fresh and vigorous story of life on a New England farm of the present time, and there are things doing from start to finish. JOEY, a farm lad just in his "teens," takes Betty, a calf of his own raising, to Topsham, to the county fair, where she is awarded the blue ribbon. There is an unscrupulous city cousin, Rupert, who has a lofty contempt for country ways and a fine disregard for other people's comfort. He is a constantly disturbing element, and things go wrong from the day of his arrival. He badly injures Colonel Hartley's team of horses, and in conspiring with some of the Topsham toughs, starts a fire on the fair grounds near Betty's pen. The timely presence of Zenas, the watchman, and Joey himself, prevented great disaster. Rupert is found out and put in jail. There is a vein of humor and a well-pointed moral, as well as some faithful local color in the book. Illustrated by Frank T. Merrill. (Thomas Y. Crowell & Co., New York. 190 pages. 12mo. Cloth. 75 cents.) A. H.

THE MAKING OF AN AMERICAN SCHOOL TEACHER, by Forrest Crissey will not alone be of interest and inspiration to teachers, but to every one who can enjoy reading of a life that has been lead by a fearless man for a noble object. That this is the biography of a living teacher, in fact a teacher very much alive, detracts in no way from the interest of the story. It is an open secret that Edwin G. Cooley is the prairie boy who became a teacher, and is to-day one of the great educators of the country, presiding over more than 250 schools in which nearly 6,000 teachers are employed to teach the 280,000 children of Chicago.

There is life and force in this little volume and many helpful suggestions. The story was originally published in the *Saturday Evening Post*, and its publication in the present form is due to a desire to give permanence to such a helpful and inspiring story of struggle and success. (C. M. Barnes & Co., Chicago.)

Probably the first thing that will be noticed on opening FORTY LESSONS IN PHYSICS, by Lynn B. McMullen, of the Shortridge High School, Indianapolis, is the unusual arrangement. The text proper is all confined to the left hand pages, while the right hand pages are devoted to diagrams, tables, problems, etc. A trial of the book will demonstrate the advantage in clearness which this system secures. It is clearness of the principles involved that Mr. McMullen has endeavored most earnestly to secure; thus he states in his preface that in the problems given thruout the text, "numbers are made easy in order that the thought may be upon the physical principles involved and that sight work may be encouraged." Mr. McMullen divides his book as follows: Mechanics is treated of in seventeen lessons, sound in three lessons, light in seven lessons, heat in six lessons, and electricity in seven lessons. (Henry Holt & Co., New York.)

The holiday season brings from the press of Thos. Y. Crowell & Company a "red-line" edition of Dr. Edward Everett Hale's well-known THE MAN WITHOUT A COUNTRY. The print is a heavy face black letter, initials being printed in red and each page having its heading and text separated by a red line. The paper is heavy, of a deep cream color, and with its photogravure frontispiece, the little book forms a very appropriate Christmas gift. (Thos. Y. Crowell & Company, New York. Price, 50 cents.)

Children who have read Caroline Fuller's "The Alley Cat's Kitten," will welcome with delight her new story, THE FLIGHTS OF PUSS PANDORA. Puss Pandora was an apartment cat, who had a varied and tumultuous career. She belonged to Miss Annabel Van Camp, who wrote children's stories for *St. Nicholas*. She gives a Pink Tea for Pandora, and invites all the kitten's little friends. During the general excitement on the afternoon of the party, Pandora rides down the dumbwaiter with the ice cream freezer, and makes her way out to a rather unfriendly world. She is found asleep on the head of Abraham, the fire horse, and becomes the mascot of the engine house. She is stolen from here by an unpleasant little boy, and later becomes a subway cat, joining her predatory sisters on the East Side, who live off the ash-barrels. It was here that she learned to steal and fight and sing bad cat songs under the open windows, but she was never happy in this new life, because at heart she was a lady. She is finally restored to the old friends who love her. Illustrated with photographs by the author. Decorated cloth. (Little, Brown & Co., Boston.) A. H.

The past, present and future of Hood's Sarsaparilla are: It has cured, it is curing, it will cure.

Your druggist will tell you that Murine Eye Remedy Cures Eyes. Makes Weak Eyes Strong. Doesn't smart. Soothes Eye Pain. Sells for 50 cents.

The Educational Outlook.

President Alderman, of the University of Virginia, recently called a conference of Southern Educators to meet at the University. In response the presidents of a number of State Universities, the heads of most of the colleges of Virginia, State Superintendents of Education, and professors of Secondary Education in the neighboring States, were on hand, as well as a number of experts in agricultural education. The object of the conference was to bring the secondary schools and colleges into better relations.

The question of a double session for the high school in Cleveland, Ohio, is settled for the present at least. Mr. Orr, who is a member of the committee appointed by the School Board to investigate the matter, announced that the system now in use would continue for the present school year. The plan for a double session is strongly opposed by parents and pupils, and also by many of the teachers.

Senator-elect James, of the Twentieth Senatorial District of Pennsylvania, in expressing his interest in the public school system and willingness to do anything in his power to secure an increase in the State appropriation, said:

"If the State has money enough to pay $13,000,000 for the erection and furnishing of a Capitol building, I believe it is rich enough to relieve some of the burden of taxation from her citizens."

Superintendent Johnson, of the Truant School of Worcester County, Mass., has been chosen to succeed Henry Spurdle as principal of the Brooklyn Truant School. Mr. Johnson has been connected with the Worcester institution from its foundation and previous to that had been superintendent of the schools of Spencer, Mass.

At the Francis Street School of Utica, N. Y., there was recently held an interesting meeting of the local Parents' and Teachers' Association. Mrs. E. J. Stradling, president of the Francis Street branch of the organization, presided. The program provided for the evening was good, but the most noteworthy feature was not listed, namely, the presence of a comparatively large number of men, and the keen interest they evinced.

High Schools in Jersey City, N. J., Bayonne, N. J., and Scituate, Mass., have recently adopted the Isaac Pitman system for their courses in shorthand.

Planting Day in Trenton.

The Trenton, New Jersey, High School recently observed planting day at the athletic field which was recently purchased with money raised thru efforts of pupils and teachers to commemorate the fifth anniversary of the dedication of the new High School Building. The field is located on Hamilton Avenue.

The planting ceremony was immediately preceded by exercises in the auditorium, during which Joaquin Miller, the poet of the Sierras, addressed the school.

Mr. Miller dedicated the field and planted the first tree, which is to bear his name.

In all, fifteen trees were planted; one was an Alumni Tree, one a High School Tree, one was named after New Jersey, one after the city of Trenton, five bore the names of classes, and the remainder were named after distinguished men. In the latter class were the Roebling Tree, the Gallaudet Tree, and the Wetzel Tree, named for William A. Wetzel, principal of the Trenton High School.

More than eight hundred people attended the ceremony.

Industrial Educational Society Organized.

Three months ago a dozen gentlemen met in New York City to plan the organization of a society to promote Industrial Education. Early in October they issued a call which resulted in the gathering of some three hundred persons at Cooper Union on the afternoon of November 16. Among those present were many prominent manufacturers, educators, and representatives of labor. Under the direction of Dr. James P. Haney, of New York, who presided, the meeting proceeded promptly to the organization of the society.

Representatives were present from more than twenty States, and strong speeches were made advocating the organization of the new society. A constitution was adopted and a strong Board of Officers and Directors was elected. This included Dr. Henry S. Pritchett, president Massachusetts Institute of Technology, who was elected president; Mr. N. W. Alexander, of the General Electric Co., Lynn, Mass., was elected vice-president, and Mr. Charles A. Moore, of New York City, treasurer. Twenty-seven directors were also elected, among these being Mr. John Mitchell, Mr. Milton P. Higgins, Worcester, Mass., Mr. James P. Monroe, of Boston, Mr. Leslie M. Miller, of Philadelphia, Pa., Miss Jane Addams, Hull House, Chicago, Ill., Mr. Fred F. Fish, Boston, Mass. The Board of Directors has upon it manufacturers and business-men, directors of technical schools, and representatives of organized labor. The names of Mrs. Kelhew and Mrs. Munford appear in addition to that of Miss Addams.

Immediately following the organization meeting a public gathering was held the same evening in the large hall of Cooper Union. Over two thousand persons attended this, the great hall being crowded to the doors. Dr. Nicholas Murray Butler, of Columbia University, presided, and in the opening address called attention to the important and far-reaching industrial problems of the day. Said he:

"The time has come to determine how much attention should be devoted to the development of skill and to the artistic element in labor, for these two, with the ethical element, make labor valuable. Is it not true that the United States is relying for its prosperity too much on natural resources and too much on the inventive faculty? In the long run we cannot win against highly and systematically-trained labor. The Old World is and has been pointing every effort to the solution of this problem and success is rewarding her efforts.

Some plan must be devised which will make the boy or girl efficient in some calling, to the end that he or she may receive a large reward and that the standard and tone of industrial life may be raised.

Speaking on "The Competition of the United States in the Markets of the World," vice-president Frank A. Vanderlip, of the National City Bank, added emphasis to the evident lack of technical education in the United States and to the tendency to rely too much upon natural resources and inventive ingenuity. The products of the United States are sought abroad because our natural resources and inventive genius in devising labor-saving machinery make it possible to sell them cheaper, and not because of the superior skill of the manual labor involved. But natural resources will, in time, be diminished; other countries will copy—in fact, already are copying—the results of our inventive genius. To maintain our supremacy attention must be directed to securing superior manual skill or handicraft.

The United States may well profit by the lesson of Germany, which owes its success to its remarkable system of schools. The importance of trade schools could not be overestimated.

Frederick P. Fish, President of the American Telephone and Telegraph Company, briefly outlined what the Industrial School can do for the Industries of the United States. Miss Jane Addams, of Chicago, treated the general subject of Industrial Education from the social point, and Samuel B. Donnelly, Secretary of the Building Trades Arbitration Board, explained the meaning of such education to the workingman.

The organization of this society is a significant sign of the times. Manufacturers agree that the solution of the question of Industrial Education is one that will critically affect our prosperity as a nation. They pointed out the great competition which we already experience at the hands of foreign manufacturers, particularly those in Germany, where Industrial Education has been developed to a very high degree. At the present time every large city in Germany has continuation schools for her artisans, while some cities, as Munich, have a completely organized system of trade schools. Manufacturers also called attention to the disappearance of the old system of apprenticeship in this country. The old system was individual. Under it the boy learned all the details of his trade. Such apprentices as are now taken in the factory are taught only some special work in connection with the trade. They become mere automatons, performing the same operation over and over again all day long.

Various States have made tentatiev efforts to develop industrial instruction and at the present time the recently organized Industrial Commission of Massachusetts is preparing to undertake some radical steps in this direction. Public evening trade schools have been started in New York, Chicago, and Springfield, and the city of Columbus, Ga., has organized what it calls Industrial Secondary Schools, where trades are to be taught to pupils of high school age, who do not care to take the ordinary high school courses.

All these efforts to solve the problem are only local in their effect. Great interest is expressed in the question of such education, but various manufacturers complain that there is a lack of definite employment in regard to the lines to be pursued. School authorities are also very hesitant to experiment without more specific knowledge as to methods of procedure.

A Society for the Promotion of Industrial Education has been organized to facilitate the study of this whole matter. Its Board of Officers met on November 24, to elect committees which may at once undertake to finance the Society and to collect and publish information in regard to various phases of the problem. The purpose of the Society is to propagandize in behalf of industrial teaching, to bring to the attention of both manufacturers and school men, all that has been already done, and to point out the steps necessary to the development of Industrial Schools in any particular field.

The Society itself will not undertake the organization of Industrial Schools but will act as a Bureau to which those who are interested in developing such schools may refer.

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Promises of hearty support have already been received from several hundred persons who have expressed a desire to become members. President Roosevelt has written a letter in which he heartily commends the organization of the Society, and other encouraging letters have been received from Dr. Felix Adler, Mr. Andrew Carnegie, President Charles W. Eliot, Jacob Riis, Judge Lindsay, and Dr. Elmer E. Brown, United States Commissioner of Education.

All who are interested in the movement are invited to join the Association. The annual dues for active members have been fixed at two dollars. Application blanks may be secured from Prof. C. R. Richards, who is acting as temporary secretary. He may be addressed at the Teachers College, New York City.

Teachers Federation of Chicago.

The Teachers Federation of Chicago has commenced an active campaign to support the so-called reform members of the Board of Education of that city. The recent raising of the annual dues from two dollars to three dollars is believed to have been adopted as a method of raising funds with which to further the movement.

Ida L. M. Fursman, president of the Federation, has said that the teachers could not secure a presentation of their cause thru the public press. It is probable, therefore, that public meetings will be held to win the support of the public.

Good Advice to Teachers.

Superintendent Kendall, of Indianapolis, in addressing the Teachers' Institute of Wilmington, Del., recently spoke of the increased demand upon teachers and the increased opportunities offered them. In this portion of his address he said:

"The teacher must have more resources in scholarship and pedagogy than ever before, and I sometimes wonder how it is we have so many good teachers with so many avenues of employment open to women. To meet the present demands the teacher should have robust health, take extension courses, go to summer schools, read independently. She becomes not only a better teacher but has a broader equipment and more power.

"Curriculums will increase in subject rather than decrease. The teacher who increases his scholarly resources is ready for changes along any line, and is able to teach from such abundance that he can make his pupils enthusiastic believers in his subject. If the teacher is not interested in both pupils and subject, he can not interest the pupils. The scholarly teacher can safely make omissions in the course of study. To find time for new things some of the old ones must be eliminated."

Edwin Ginn.

A recent number of *The Tufts College Graduate* contains this interesting biographical sketch of Mr. Edwin Ginn, the head of the great Boston publishing house of Ginn & Co.

Edwin Ginn was born February 14, 1838, in Orland, Maine, a rocky hillside town in Hancock County. His father, James Ginn, farmer and lumberman, was a man known for his good judgment, so that he often acted as arbiter in cases of dispute, and otherwise had great influence in the community. From his father Edwin Ginn inherited his strength in business and his commercial probity. From his mother, Sarah Blood, came his love of books and his interest in matters educational. His father's ancestors were among the early settlers of Maryland and Virginia. His mother was of Puritan stock, and thru Israel Putnam claimed descent from settlers in Salem in the days of the Massachusetts Bay Colony.

Concerning his birthplace Mr. Ginn writes:

"It was there that I proved the benefit a boy could derive who has an opportunity to work on a farm. My school privileges were very limited,—about two months in summer and the same in winter; but schools in those days were appreciated by the lads and lassies, if for no other reason than an agreeable change from the hard work at home,—doing chores, milking the cows, piling up the rocks in the fields, weeding the vegetables, and working in the hay-field. Some of us, however, had a real thirst for knowledge, which was not lessened because of the meager opportunities for acquiring it. I think if every boy and girl could have the benefit of the lessons learned on a farm they would make better men and women. In these days about all the real duties that most girls and boys know in the large villages and cities are in connection with their school life.

PLAYMATES

A PRIMER

By M. W. HALIBURTON, Supervisor Primary Methods, State Normal School, Farmville, Va.

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B. F. Johnson Publishing Co., ATLANTA :: RICHMOND DALLAS

They turn away from manual labor as irksome, and are too young to realize the part it plays in the building up of character. It was a great relief to us who were tired out with the work on the farm when 'school began,' and I think we studied all the harder because of this."

At thirteen, the boy's farm life was varied by an experience in a logging camp. A year later, to benefit his failing health, he shipped as a fisherman on a schooner bound for the Grand Banks, and gained so much benefit that he more than once repeated such trips. In this early period no opportunity for study and reading was lost, and thus his ambition grew for a formal education.

At the age of sixteen his father gave him his time and fifty dollars. Young Ginn then began to attend the country high school, but found that the teacher could not give instruction in Latin, then, as now, necessary for entrance to college. Consequently he entered the Seminary at Bucksport, walking two-and-a-half miles between home and school twice each day. Mr. Ginn finished his preparatory course at Westbrook Seminary. Of the influence of Principal Weston he says:

"I left my home when I was sixteen years of age to attend Westbrook Seminary, with the idea of going to college. There I met with one of the strongest influences of my whole life. To be under such a teacher as James P. Weston, who was then the principal of the Seminary, means a great deal to any young lad. He was sympathetic, considerate, a wise counsellor, kind to the well-intentioned, and judicious to the erring. I well remember going to him in the early part of my course and asking him if he could help me to secure funds from the Universalist organization in order that I might study for the ministry. I was then seventeen. He said to me, 'You are too young to settle the question of your life-work now. Come here and study for two or three years, prepare for college, and after you receive your degree will be time enough to settle the problem of your future.' 'But,' I said, 'I am without means. I haven't even money enough to get home with.' He loaned me ten dollars, telling me that I might repay when I could. I earned that amount as soon as I could and returned it to him with an apology for being unable to do so sooner. His reply was, 'I wish everybody would be as prompt as you have been.'"

In 1858 began Mr. Ginn's acquaintance with Tufts College. His life at Tufts was strenuous, and some would say unfortunate. Mr. Ginn does not think so.

"For a time after I entered Tufts I was obliged to board myself on a dollar a week. That seemed hard, but I think I am the better for it now. My room was very meagerly furnished. I think I could almost count upon my back the number of slats in the bed I slept on, for there was but one husk mattress between them and me, and they were about a foot apart. That kind of bed does not hold out many attractions for remaining in it after one awakes in the morning. Now, after forty years, I often see about Medford Withington's bakery cart, perhaps now, as then, ministering to some poor boy."

To continue the story in his own words:

"Among us Freshmen the secret society men were very busy gathering into their respective societies those they most desired. I was not among the favored ones. I was of a serious turn of mind; besides, I had no pennies for that sort of thing.

"In the midst of my college course my health broke down; my eyes gave out, and I was advised to leave for a year or two, but when I told my professors that if I left I should never return, they kindly consented to allow me to go on. My classmates read my lessons to me, and I graduated with the rest of my class. Because of the trouble with my eyes, my life-work was necessarily changed from a purely literary one to business, semi-literary in its character, probably wisely."

The authorities at Tufts recognized Mr. Ginn's attainments with the degree of Bachelor of Arts, in course. A little latter, the degree of Master of Arts was bestowed, and in 1902 that of Doctor of Letters. Mr. Ginn has been enrolled by his Alma Mater in the Phi Beta Kappa fraternity.

The foundation and growth of the publishing house of Ginn & Company involves too elaborate a history to be told adequately here. An outline may be indicated. On leaving college, Mr. Ginn established a small book agency in Boston. He adopted the rule of paying outright for his stock, and thus remained free from pecuniary obligations. After three years, Crosby, Ainsworth & Co. offered him the publishing rights of Craik's "English of Shakespeare." His success in placing this work led to the publication of "Allen's Brief Latin Grammar." Still later, Mr. Ginn induced Rev. Henry N. Hudson to edit for him twenty-one of Shakespeare's plays, and Professor Goodwin to entrust to his care the Greek grammar he was just finishing. Among the important works issued by Ginn & Company have been the larger Latin grammar of Allen and Greenough, Latin and Greek texts edited by Professors Greenough and White of Harvard, Wentworth's mathematical series, and so on. Mr. Ginn has shown from the beginning a desire to introduce good music into the public schools, and still his firm makes books of music and music charts a specialty. Mr. Ginn himself is largely responsible for the idea of the series of prose masterpieces known as "Classics for Children." A glance at the ever-growing catalog of the publications of the firm will attest the genuineness of Mr. Ginn's motive on entering the book business "to influence the world for good by putting the best books into the hands of school children."

Mr. Ginn's political affiliations have always been with the Republican party, but he has differed from his party, especially with regard to the tariff. He has for years favored a lower tariff than that in force.

He was married in 1869 to Clara, daughter of Jesse and Martha (Bartlett) Glover, who died in 1890; and again in 1893 to Francesca, daughter of Carl Christian and Maria Christian (Vitriarius) Grebe, of Germany. By his first wife he had four children, Jessie, Maurice, Herbert, and Clara, of whom the third is dead, and by his second wife two, Edwin, Jr., and Marguerita Christina.

A sketch of Mr. Ginn, however brief, would be incomplete, if failing to take account of his philanthropic tendencies. He has given attention to the housing of the poor in model tenements. In particular, he is interested in the cause of peace and arbitration, and has expended large sums of money looking toward the disarmament of the world's armies. That the cause of peace is near his heart is shown by these words, written to the editor:

"To most high school pupils the question of peace and war are very vague, and do not play an important part in their thoughts. The pupils in our schools have nothing to do with the expense of carrying on our vast armaments, so have very little idea of what an enormous expense our people are put to in keeping them up. They would probably be very much surprised to be told that something like one billion and a half dollars—fifteen hundred millions—is spent yearly by the civilized nations for offensive and defensive warfare. Our sympathies have recently been aroused because of the fact that millions of people in Japan are starving to death. They did not have the money to buy food, and so have had to call for help. And yet they have spent in the recent war with Russia one hundred times as much as would be necessary to feed these poor starving people, to say nothing of the terrible suffering and slaughter of human life resulting from that war.

"The average person gives little thought to these matters. He is engrossed with his own affairs, and gives small attention to the fact that the governments of the world are levying tribute upon every occupation in life, for the purpose of keeping up large standing armies and supporting immense navies. A very large proportion of the surplus earnings of the whole world is consumed in this international strife. Even our school children receive to a certain extent a military training: they are drilled to martial music with guns in their hands. Our histories and other school books describe at length war and the exploits of the heroes of war, when they should tell of the heroes of every-day life.

"I hope during the remainder of my life to do much toward bringing about a different state of affairs."

Enough has been told of Mr. Ginn to show that his life has been a life of struggle, and of success, the result of a pretty definite aim, yet gained by surmounting many obstacles. But in retrospect these obstacles seem the necessary stepping-stones to achievement. Let us conclude our sketch of this man with his own words, contrasting the benefits to a boy of poverty and of wealth:

"It was a hard struggle we poor boys had in obtaining an education,—working on the farm in the summer, teaching school in the winter, in order to secure the necessary funds for the college course; but it was a most excellent training. It taught us the value of time, and to appreciate what opportunities we had. We had no money to spend on frivolous entertainment, or to waste on things that would only do us harm. We learned the value of money because it was so hard to get hold of it—a lesson denied the rich. It was a hard school but a necessary one, as I look at it, for every man or woman who hopes to do an important part in the world's work."

Again, and finally:

"As I scan the lives of most men and women whom I have known, I notice that a large proportion of them had their early struggles to contend with, having come from poor homes. The great majority of the children of wealth are not doing so well as their fathers and mothers did, and my sympathy goes out to these rich men's boys and girls. They are deprived in early life of the proper incentives to work. The most of them grow up in idleness, not knowing the advantage that comes from application. They have social privileges of all kinds, entertainments, amusements, and every luxury that money can procure. Why should they work, or care to work? There are few people in this world who have the desire or ambition necessary to induce them to make the most of themselves and their opportunities, unless they *must do so;* few who care enough for an education to obtain it for its own sake."

For the *must* in his life, Mr. Ginn is unfeignedly thankful.

Antikamnia tablets have become a favorite for pain, such as headache and neuralgia. They are used only internally. To stop pain, one tablet is administered at once; twenty minutes later the same dose is repeated, and if necessary a third dose given twenty minutes after the second.—Hugo Engel, M. D., in the Boston *Medical and Surgical Reporter.*

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In and About New York City.

The New York Board of Education has practically exhausted its list of teachers eligible for the Elementary Schools. The next examinations which will renew the supply will be held in January.

The New York City Principals' Association is dissatisfied with the present system of keeping records of pupils, and is investigating various plans suggested. One method which aims at simplicity and convenience is the use of a card catalog in which each pupil is represented by a card containing all the facts necessary for a complete report when such is desired.

The Brooklyn Teachers Association, at its recent meeting in Public School No. 15, Brooklyn, approved a motion to request the Board of Education that the public schools be closed on the Monday before Christmas. Similar action has been taken by the New York City Teachers' Association and the Queens Borough Teachers' Association.

On Tuesday evening, November 27, Mr. and Mrs. Edwin Lyell Earle were "at home" at their residence, 59 West Ninety-sixth Street, to introduce to their friends Miss Harriette M. Mills, Miss Maud Lindsay, and Miss Jenny B. Merrill, the latter Supervisor of Kindergartens in New York City.

A committee composed of Edgar Vanderbilt, of Manhattan, John D. Mebrose, of Queens, William Rabinert of the Bronx, H. McKee Smith, of Richmond, and Frank Harding, of Brooklyn, reported the results of its investigation to the Principals' Association of the City of New York at the recent dinner at the Hotel St. Denis. The Committee advocated an amendation of the compulsory education law, and especially urged the establishment of a school for boys who are likely to become truants if required to attend the regular schools.

Methods for Promoting Teachers.

The New York Teachers' Association at a recent meeting listened to the report prepared by the committee which it had appointed to investigate methods for the promotion of teachers, which have proved most satisfactory.

The report was the result of a careful study of systems employed in some fifty leading cities. The following resolutions, which form part of the report, are to be printed and circulated in order to secure intelligent discussion and decision when the report comes up for action at the next meeting of the Association.

In accordance with the resolution creating the work of this Committee we hereby present for your consideration the following recommendations:

1. That all cities should maintain a carefully devised promotional system for teachers.

2. That an examining body of one or more persons be held responsible for the efficient conduct of the system and that the members of this body be educators selected from teachers of the widest experience, of the greatest breadth of judgment, and of the fullest respect in the community.

3. That entrance examinations be made distinct from promotional examinations, in extent, character, and application.

4. That ability to teach be made the determining factor in all promotional examinations.

5. That a teacher's excellence be determined largely by his record, which record should be complete enough to serve as a reliable basis for his promotion.

6. That a salary increment follow all promotional advances, and that salary increments be continued long enough to secure to the system the life-service of its best teachers.

7. That promotorial written examinations be limited to a maximum of twenty-five per cent. of the total means of determining the fitness of teachers for promotion, and that these written tests be given specifically to discover ability in the special requirements of the higher position.

8. That the grade of class taught be not considered as an element of promotion unless the teaching of that grade comprehends new and different qualities and duties from those of other grades.

9. That full information of all promotion requirements and conditions of any system be made public.

10. That proper means of appeal from the finding of any promoting power be provided.

Another matter in which the Association is deeply interested is the present system of rules concerning absence. A discussion of the subject evoked an expression of hearty condemnation of the present system, and led to the instruction of the Committee on Teachers' Interests to wait upon the Committee on By-laws of the Board of Education and, if possible, secure their co-operation in obtaining more favorable rules.

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of consolidation provided by the proposed amendment is as follows:

When not less than one hundred or two-thirds of the members of an eligible organization shall request the Association, it may be formed into a department of the Association and shall have the right to file requests for appropriations to carry on its work, also to have its announcements printed in the Association *Bulletin*.

Advantages of Physical Training.

Dr. John J. Cronin, Chief Medical Inspector of the Department of Health; Dean Balliet, of the New York University School of Pedagogy; Dr. Henry Dwight Chapin, and Associate Superintendent Andrew W. Edson, were the principal speakers at the meeting of the Physical Education Society of New York at its meeting on November 17.

Dr. Cronin urged the necessity of having a physical trainer in every school in the city, with complete gymnasium apparatus as a means of curing remedial physical defects in school children.

Dean Balliet spoke of the value of scientific physical training as a relaxation from mental work and said that only such exercises as are restful should be used in the work at schools.

Dr. Chapin pointed qut to the members the widespread good which might be accomplished by teaching parents how best to feed and care for their children.

Dr. Edson entered a plea for more time to be devoted to moral as well as physical training.

Medical Inspection of Schools.

At a meeting recently held in the rooms of the New York Board of Education, the question of medical inspection in the schools was discussed before an audience composed of teachers and others interested in this phase of educational work. Dr. John J. Cronin, Assistant Chief Inspector of the Health Department, read the first paper of the evening on "Medical Inspection: Its Methods; Its Results."

With the aid of a stereopticon he showed how cases of contagious disease had been greatly lessened in the public schools.

Principal Adeline E. Simpson, of Public School No. 110, Broome and Cannon Streets, also spoke on this subject. "Home Needs Disclosed by Medical Inspection" was the subject of a most interesting address by W. H. Allen, of the Committee on Physical Welfare of School Children. Mr. Allen spoke of the conditions which can not be alleviated directly by inspection, but which are constantly coming to light thru this work.

Dr. Abraham Jacobi, the Rev. Father Quinn, and Dr. Emil Meyer, spoke of the good already accomplished and the opportunities for still greater helpfulness which inspection afford.

Controller Metz seemed to think that while much might have been accomplished already, there was still a great deal to be done before the city could feel at all satisfied with its work.

"I believe," he said, "that if the city is going to do a thing it ought to do it right and not in a penny-ante or picayune style. The appropriation for this work is not large enough. I've always had a sort of conscientious scruple against giving money to nurses and doctors, but I've been interested in what I've heard here to-night.

"Now, you are always talking about the good you're doing, but I have learned since I have been in public office to look on the other side. I remember when I was on the Board of Education in Brooklyn, a few years ago, Medical Inspectors were appointed because they needed jobs. [Laughter.] Oh, you needn't laugh; that is quite true. And there

New Books for Schools.

QUENTIN DURWARD

By Sir Walter Scott. Riverside Literature Series, No 165. (Quadruple Number.) Paper, 50 cents net; cloth 60 cents, net. Postpaid.

This book is on the reading list for college entrance for 1906-1909. Miss Munger, of the Berkeley Street School, Cambridge, has prepared explanatory notes. A biographical introduction is provided by Miss S. M. Francis, the editor of the Cambridge Edition of Lockhart's Life of Scott. The volume is illustrated.

HEROES AND HERO-WORSHIP

By Thomas Carlyle. Riverside Literature Series, No. 166. (Triple Number.) Paper, 45 cents net; cloth, 50 cents net. Postpaid.

This book is one of the College Requirements for 1909-1911 for Careful Reading. It is edited by John Chester Adams, Ph.D., Instructor in English in Yale University. The text follows exactly the punctuation, capitalization and the italicizing of the early editions authorized by Carlyle. Four portraits are included.

LITERATURE AND LIFE IN SCHOOL

By J. Ross Colby. $1.25 net. (Postpaid.)

The titles of the five chapters of this book are: A Plea for Literature in School; Literature and the First Four Years of School Life; Literature and the Second Four Years of School Life; Methods of Handling Literature in School; Literature and Life after the Elementary Years. To these is appended a full list of books, single poems, and pieces of prose to be read in the schools.

THE BOOK OF FABLES AND FOLK STORIES

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THE BOOK OF SAINTS AND FRIENDLY BEASTS

By Abbie Farwell Brown. Illustrated by Fanny Y. Cory. School Edition. 50 cents net. Postpaid.

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The Board of Extension Teaching, of Columbia University, announces a series of nine evening technical courses which will be given at the University this winter, beginning December 3, and lasting twenty weeks. The courses are under the immediate direction of Prof. Walter Rautenstrauch of the Faculty of Applied Science, and are to be given by professors and instructors of the University and other persons equally qualified. Moderate fees ($7.50 to $15), are charged, and most of the courses are for two evenings a week. The courses are as follows:

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ELEMENTARY MATHEMATICS: Those parts of arithmetic, algebra, geometry, and trigonometry used in technical work. Practice with engineering hand-books, tables, etc.

DRAFTING: A beginner's course; fits for positions as draftsmen; reading of drawings, etc.

STRENGTH OF MATERIALS: A lecture course for those who design or manufacture machinery or modern structures. With this course should be taken either the first or second of the two following courses in design.

MACHINE DESIGN: Advanced drafting, computations, and designing for persons engaged in the design and manufacture of machinery.

STRUCTURAL DESIGN: Advanced drafting, computations, and designing for those who do structural work.

ELECTRICAL ENGINEERING: A course especially for those engaged in electrical work of any sort.

STEAM ENGINEERING: A course for those engaged in the manufacture or management of steam machinery of any sort.

SPECIAL ENGINEERING PROBLEMS: A study of any special elementary or advanced engineering problems desired by the student; individual instruction will be arranged for such a period of time as the special problem may demand.

The courses will be given in the buildings of Teachers College, Columbia University, at West One Hundred and Twentieth Street and Broadway, which affords necessary lecture rooms, laboratories, drafting rooms, etc. A complete catalog of the courses will be sent on request, by addressing Evening Technical Courses, Extension Teaching, Columbia University. Personal information may be secured Tuesday and Thursday evenings, between seven thirty and nine o'clock, from Mr. Benjamin R. Andrews, Room 111, Teachers College.

The School Census.

The census of children of school age in the city of New York has already dragged on for weeks beyond the time fixed by law for its completion. The work of gathering statistics is in charge of the Police Department, and as yet a number of precincts have not been fully canvassed.

The tabulation of figures and other data furnished by the canvass will extend the work for several weeks longer. Two sets of figures have to be prepared, one for the city and one for the State Department. Much difficulty has been experienced by the officers in collecting the required material on account of the ignorance and suspicion of some of the parents.

Centralization of Association.

A movement looking toward centralization and greater efficiency is being agitated by members of the Brooklyn Teachers Association. The plan suggested is to so amend the Constitution of the Association as to permit various groups of teachers now organized into such bodies as the Principals' Association, the Class Teachers' Organization, the Society of Women Teachers, and the Kindergarten Association, to become departments of the Association.

Two strong arguments have been presented in support of the plan: first, teachers now belonging to the Brooklyn Teachers Association and to one or more of the organizations for special classes of teachers, would be saved the burden of double dues, since as departments of the central organization the various bodies could be financed far more economically; second, the actions of the departments having the backing and moral prestige of so large and well-organized an institution as the Brooklyn Teachers Association would gain immeasurably in potency. A third reason for consolidation, which might be urged, is that the duplication of work could in this way be avoided.

The Association is at present considering a revised Constitution, submitted to it by a committee appointed for that purpose. It is as an amendment to the proposed Constitution that Eli W. Weaver, a member of the committee, has outlined the plan described above.

Final action will not be taken on the new Constitution or the Amendment until the January meeting. The method

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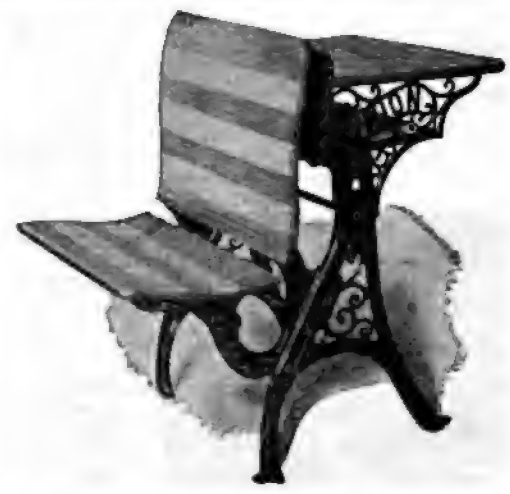

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wasn't any running water in the schools; not even in the Principal's rooms. And I've seen an Inspector examine a dozen pupils and never put his hands in water. He'd poke his finger first in the eye of one child and then in the eye of the next, and then wipe it on his coat sleeve. Local Boards paid more attention to me then than they do now, and I saw to it that the particular Inspector I refer to lost his job."

Cost of Buildings.

A letter to the Philadelphia Board of Education from J. Horace Cook, architect and Superintendent of School Buildings, was approved by that body as an expression of their belief in regard to the increased cost of erecting schools.

The letter was elicited by the City Council's criticism of the cost of school buildings recently erected, as compared with those built a few years ago.

Mr. Cook pointed out the fact that not only had the cost of material and labor advanced greatly of late, but that schools built to-day were practically fire-proof, far more sanitary than formerly, and contained a great deal of expensive machinery.

The particular schools which gave rise to the criticism are the Charles W. Henry School, the George W. Sharswood School, and the Thomas Buchanan Reed School, the respective costs of which are $98,156; $238,820; $86,900.

After reading Mr. Cook's letter the Board ratified the awarding of the contracts.

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The December Political Science Quarterly.

In a striking article entitled "The Russian Peasant and Autocracy," published in the December number of the *Political Science Quarterly*, Prof. V. G. Simkhovitch shows on the basis of Russian governmental reports, that the Russian peasants, since their nominal emancipation, have been so exploited by their former lords and so heavily taxed by the Government that they lack the necessary means of subsistence, are permanently in a condition of semi-starvation, and are physically degenerating. In other articles in the same journal, Prof. E. T. Devine, who went to San Francisco as the representative of the Red Cross Society, and was made Chairman of the Relief Commission, discusses "The Housing Problem" in that city. Mr. H. M. Bowman, in an article entitled

Terrible Itching Scalp.

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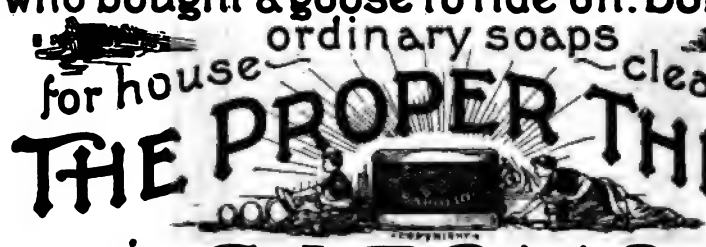

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An Unpublished Poem by 'Gene Field.

An unpublished poem by the late Eugene Field appears in the *Woman's Home Companion* for December. It is a typical example of the tender, whimsical style so characteristic of 'Gene Field's poems of child life, and which brought him not only fame, but the love and admiration of his countrymen. Those of us who still feel the charm of "The Little Toy Soldier" (and who does not?) will welcome the addition of "The Old Blue Bear and the Rabbit" to the poet's published verse. The poem occupies two full pages of the *Woman's Home Companion,* and is illustrated by Frank Verbeck. In the same number, Frederick S. Field, a son of 'Gene Field, describes the writing of "The Old Blue Bear and the Rabbit." He says in part:

"It is, I think, pretty generally known, that my father's sense of humor had a peculiar little whimsical twist—it was what some people call an Alice-in-Wonderland sense of humor—and he was likewise blessed with an extraordinary appreciation for anything approaching the ridiculous. The inspiration for this

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ballad grew out of the many fairy tales he used to tell me, in which he was always represented as 'The Old Blue Bear,' while I was the 'Rabbit.' These romances always described our thrilling trips into myth-lands, and paused 'to be continued to-morrow night.' Thus the story of the adventures of 'The Old Blue Bear and the Rabbit' in the land of the 'Flimflam,' the 'Flubdub,' and other strange beasts, was written purely for his fun, and probably not for publication. The characters in the poem are all members of our family; for instance, the mysterious 'Gawky' who appears in the next to the last stanza is Mrs. Ballentyne, of Washington, who as a girl bore that unprepossessing nickname, and who, at times, made jelly-cake with dire results to us children. 'Princess Tot' is my oldest sister, Mary, who is known to all our family as 'Trotty.'"

Here are a few verses from the poem:

A big blue Bear came up one day
And to the Rabbit's ma said he:
"I've come to take your child away
To roam the fields and woods with me."

Then Rabbit's mamma said "Oh, no,
You big blue Bear, you shall not take
My little Rabbit wandering so
Unless you've lots of jelly-cake."

The Bear replied, "You need not fear
To let the Rabbit go with me,
For I have lots of goodies here,
As you yourself can plainly see."

And saying thus, the old blue Bear
Back from his bag the cover threw,
And mamma saw the goodies there—
The jelly-cake and candy, too.

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Pan-Mania.

Archibald R. Colquhoun has contributed an interesting article to the *North American Review* for November, on Pan-Mania. In speaking of the latest of these "Pan" movements, he says:

"The Pan-Buddhist propaganda originated with that section of the Japanese leaders who were averse to the development of their country as an European Power, and preferred to aim at the hegemony of the Orient. Bound up with this aspiration was the development of China, also on non-European lines, and the close alliance of the two chief Oriental peoples. Altho official countenance was not given to the Pan-Buddhist scheme, it has enjoyed powerful support. Emissaries have gone to all Buddhist countries, and a genuine attempt has been made to effect a *rapprochement* between the different sections of the Buddhist world. Moreover, a college was established in China to give the Buddhist clergy a better training and raise them to a higher level, and in fact the whole policy has been to revive, for political purposes, the sense of religious and racial affinity between the Chinese and Japanese, and to stimulate national ambition. Such purposes as these are worked slowly and quietly in the East; and altho Pan-Buddhists may meet together they do not advertise themselves very widely. The weak point in their scheme is its foundation upon a religion which is pacific and unsuited to the purposes of a political crusade.

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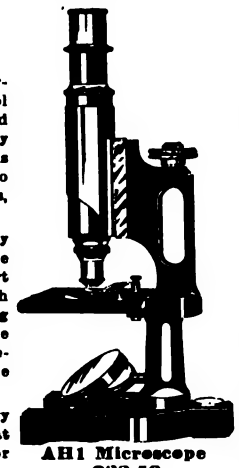

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

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OSSIAN LANG, Editor.

The Principal as Head Teacher.

The school principal ought to be an expert teacher and administrator. He is to advise teachers and in a measure to direct their work. In many cases there devolves upon him the duty of the professional development of the teachers associated with him. In fact, it is almost the rule to speak of the faculty of a school as "the principal and his assistants." The plain intention is that the principal should be the head teacher, the professional leader, the chief authority in all that concerns the life of the school.

As director of a school, the principal is accountable for results to the parents of his community. As head teacher of a school in an educational system, he is also responsible to the superintendent in charge of that system. Leaving this latter phase of his relationship to a future discussion, I want to touch upon only two or three practical points that in the light of recent observations, appear to require immediate consideration.

In not a few towns the practice is to exact of women certain qualifications—more or less to the point—before assigning them, as teachers, to a school, and then to place at the head of the school a man with a fair degree of scholarship and enough "pull" to credit him with a sufficiently high percentage for "personal equation" to place him first on a list of candidates.

Let us come right down to individual actualities:

A young man in his last year at a fairly good college asked me what to do to enter upon teaching as a life work. He had taken the courses in psychology and pedagogy offered in the institution, and had done considerable outside reading. His theoretical equipment was fairly comprehensive. My suggestion was that after graduation he should teach at least two terms in a district school. It was strongly urged that he must consider his school work for the first two years not as a money-earning pursuit, but as a continuance of his preparation for efficient work. The plan as explained, with suggestions as to the visiting of successful schools, seemed to appeal to him. Less than a month after graduation he became acquainted with a young woman with whom he desired to enter into partnership for at least the mortal existence of either party to the contract. His partner-to-be helped him figure out how to shorten the road to the goal he had set himself. To their great joy there was no obstacle to his appointment as principal of a school in a city having more than a quarter million of inhabitants. He acted, and began his career with a salary of $900, *at the head* of a school having eight experienced women teachers receiving from $400 to $600 each.

A young college graduate, having tried his hand at journalism and failed, read up sufficiently on pedagogy and related subjects to pass a set examination. In less than three months after his fancy had lightly turned towards teaching, he was installed as principal of a school of four teachers.

A graduate of a business college, who had become discouraged by the slowness of advancement in the salary schedule—his discouragement growing apace when a maiden appeared likely to choose a speedier road to matronhood than the one he seemed to have mapped out for her—determined to try his hand at teaching. Trained to beginning at the bottom of the ladder, he looked for at least another year of waiting—and she was satisfied,—but, much to the joy of both, the wisdom of an alderman discovered that he was eminently qualified to be principal of a ward school. They set up housekeeping with $1,000 salary as a starter.

When people talk about the need of professional qualifications on the part of teachers, they seem to consider not infrequently that a school principal need not be an expert. As long as he is of the masculine persuasion, fairly intelligent, tactful, complaisant, and accurate in making out reports, and has such other virtues as the locality happens to prize, he may hold office and draw a higher salary than any one else in his school. This is a matter well worth discussing in public.

There are enough capable people to occupy the principalships, so that there is no longer any excuse for permitting men lacking in teaching experience to be appointed. Under no circumstances should any one be made a principal who has not passed an apprenticeship in actual teaching. Let this be rigidly insisted upon.

Once this very reasonable requirement has become universal, it will not only be better for the schools under the charge of principals, but also for the rural schools, which will be sought by ambitious young men desirous of earning experience.

The relation of the principal to his teachers is much the same as that of the resident physician in a hospital to the interne practitioners. His training and experience ought to be commensurately superior.

The reason so many of our schools give the impression of dilettanteism is that the principals are not always people of tried professional calibre, A competent principal will have a good school, that is, a school producing a maximum of results with the materials at hand.

Dr. Kayser, in his paper published in the present number, calls attention to "co-ordinating processes" which have largely contributed to the

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undoubted efficiency of the secondary schools of Germany. This sort of "co-ordination" should be the chief pedagogical business of the principal. It is his business to shape the work so as to make it a unity. He should exercise close supervision both over the teachers and the amount of home study assigned to the pupils. Whatever is amiss in his school should be charged to him. On the other hand, he should also receive full credit for all the good that is accomplished. Supervisors and superintendents should not be permitted to rule over his head. He should be the responsible authority in his school, and respected as such by his superiors as well as his assistants.

Chicago, which never waits for other towns to wake up, has a Principals' Association; where subjects of direct interest to the heads of schools are discussed. Such organizations should be found in every school system. There are enough vital questions of especial concern to principals to keep serious searchers for the best things employed for many years.

Girls Are Not Boys.

Mr. Samuel B. Donelley, a member of the New York City Board of Education, points out a vital distinction between industrial courses for boys and those for girls that is worthy of being borne well in mind by those thruout the country who are establishing technical high schools. Mr. Donelley and the Cleveland authorities seem to agree that housework, kitchen economics, the care of children, and other home-management subjects are necessary studies for a girls' high school. He holds that every kind of high school course for girls should show that its organizers recognize that the girl is going to be a woman, not a man. The studies should be based upon the best womanly instincts and should perfect and strengthen the powers that spring from them. Public education is fatuous if it leads girls away from marriage and child-bearing. The girl set to studying typewriting and stenography should have her attention directed at the same time to housekeeping. Business life for a woman is episodical and secondary. Self-support ought not to be held up as an ideal for young women to the rejection of marital partnership. Mr. Donelley is right in insisting that even those girls preparing to become teachers should be given instruction in the studies that keep alive the suggestion of wifehood and motherhood.

Mr. Donelley's views were brought out in a recent address on the industrial situation delivered to the teachers and students of the classes in civics at the Washington Irving High School, New York.

After describing the growth of the factory system in his own lifetime, Mr. Donelley said:

> The antipathy of trades unions to technical schools has been exaggerated. It is not general. The textile schools of Lowell and Philadelphia are not opposed by working men. The technical courses of the Washington Irving High School have won the approval of employers, mechanics, and citizens, because of the School's service in supplying workers well advanced in the theory and practice of its special industries.
>
> The purpose of a girl's industrial or technical instruction should be, first of all, the perfection of the woman herself. This is the German, the Belgian, and the French idea in those countries that have advanced girls' technical schools the farthest. Let the school assume first that its graduates will marry and have homes and families of their own. During the time between their graduation and their marriage let the young women be able to support themselves by stenography or typewriting or dressmaking or millinery or designing, or by managing the home for father or mother or brother; but keep enough of womanly work prominently before all the girls that their natural instincts shall be strengthened—that the school shall graduate women, not mere industrial units.
>
> What we want is a good woman who can use the typewriter, if necessary; a good woman who can, if needed, take a place in the designing studio. There is, and should be, a marked distinction between the purposes of a boys' technical school and a girls'. To fill commercial or industrial positions should not be the only or even the main ambition of the girl graduate. Let her best natural instincts be encouraged. Let her look forward to being a good woman, with all that this implies.

Coming Meetings.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26, 27, 28.—New Jersey State Teachers' Association, at Atlantic City.

December 26, 27, 28.—South Dakota Educational Association will have its 25th Annual Session at Sioux Falls.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

Holiday Week, 1906.—State Teachers' Association, Syracuse, N. Y.

Holiday Week, 1906.—Associated Academic Principals, Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.

December—during holiday week.—Washington Educational Association will be held in Bellingham, Wash.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis.

December 27-29.—State Teachers' Association will meet at Milwaukee. Lectures will be held in the evening of the first and second days of the meeting.

December 27-30.—Southern Educational Association will meet at Montgomery, Ala.

December 27, 28, 29.—Idaho State Teachers' Association will meet at Boise.

Saving Time in Arithmetic.

Dr. William H. Maxwell has issued a very practical circular to the district superintendents of the City of New York, embodying suggestions for a more economic and effective use of time given to arithmetic in the schools.

At the conferences, last term, of the Associate and District Superintendents, the feeling was generally expressed that a great effort should be made to secure a better use of the time allotted to mathematics, especially in the higher grades of the elementary schools. It was the general opinion that time is often wasted in the following ways:

1. In taking too much time for the distribution of material.

2. In ruling paper and in preparing headings with too great elaboration.

3. In the dictation of problems.

4. In giving problems that are not in harmony with practical business transactions.

5. In the solution and explanation of problems already well understood, and particularly in having such problems worked on the blackboard, after they have been worked on paper.

6. In the use of numbers unnecessarily large.

7. In a failure to use "short cuts" after the longer processes are thoroly understood.

8. In keeping a class idle while the teacher corrects papers or works with slow pupils.

9. In requiring all pupils to work together, thus preventing the brighter pupils from advancing more rapidly than their slower classmates.

In order to bring about more satisfactory results in mathematics, the following suggestions are offered:

1. Objective illustration in number work should be dispensed with as soon as the idea illustrated has been fully grasped.

2. In the primary grades, "home-made" charts with many drill exercises in the fundamental operations may be made of great value in training to accuracy and rapidity.

3. In grades from 6A to 8B, inclusive, fifteen minutes from the unassigned time may properly be devoted each day to rapid drill work in the fundamental operations, a time limit being set for each example.

4. Pupils should be drilled upon column addition until they can add rapidly and accurately. They should be required to add columns both upwards and downwards, to make sure of the correctness of one column before proceeding to the next.

5. There should be oral drill daily on exercises leading up to the written work of the day. At least one-fourth of the time assigned to mathematics should be devoted each day to oral work.

6. Dictation of problems should be limited to those in which writing on the part of pupils is confined chiefly to figures. Other problems should be worked directly from text-books or from mimeographed copies in the hands of the pupils, or from the blackboard.

7. In the study of problems, pupils should be led to consider (1) what is given, (2) what is required, that is, the name and relative size of the result, and (3) what arithmetical processes are necessary for the solution. Occasionally it may be best merely to indicate the solution or to diagram the work. It is usually better to teach well one method of solving any given type of problem than to teach several methods imperfectly.

8. As a rule, problems given in oral work should be addressed to the whole class or to a division of the class, and answers should be written simultaneously, care being taken to allow no opportunities for pupils to copy one another's answers.

9. In written exercises as many pupils as possible should work at the blackboard.

10. In training to accuracy and rapidity, small numbers and easy combinations are better than long numbers and difficult combinations.

11. In all test-work the teacher should determine the prevailing errors, and after discovering general causes of failure, devise the appropriate remedies.

12. Those pupils who can advance more rapidly than the remainder of the class should be permitted to do so. This result may be attained by devoting a portion of the time to general class exercises for drill work and explanation, and by allowing each pupil, in the remaining time, to work as rapidly as he can from his text-book.

The Tenth Hunter Dinner.

The spirit of royal good-fellowship, which characterizes all gatherings of the Hunter boys reigned in double measure at the tenth annual dinner of the Thomas Hunter Association of Grammar School No. 35 of New York City, held at the Hotel Astor on November 24. Two hundred-and-forty-eight men—248—had gathered together to renew the bonds of comradeship which have in a peculiar degree bound together the former pupils of No. 35.

One of the most interesting features of the evening was the presentation to Dr. Hunter of a copy of the resolutions adopted by the Board of Trustees of the Normal College of the City of New York at their meeting on September 27, on the occasion of his resignation from the presidency of the College. The resolutions originally drafted by the Hon. Randolph Guggenheimer had been put into the form of a medieval manuscript beautifully illuminated in gold and colors by Messrs. Ames and Rollinson; the speech of presentation was made by Alrick H. Man, ex-Chairman of the Executive Committee of the Normal College. Miniature copies of the "Tribute" illuminated on vellum were distributed as souvenirs.

A letter written by President Burchard, offering the sympathy of the Association to the wife of their late fellow member, Principal Andrew J. Whiteside, of Public School No. 69, was read by Mr. Smith, the president elect. The letter bound as a book and illuminated was signed by Dr. Hunter and all the "35 boys" present.

A strange feeling of almost painful familiarity must have taken possession of many an old "grad," at a dramatic representation of "Friday afternoon" in the days before Dr. Hunter had broken the rod and abolished corporal punishment. Prin. Henry E. Jenkins of Public School No. 171, ex-Judge Holme, and others as well known, formed the *dramatis personae* of the "procession to Room No. 2" and the scene of the final breaking of the "rod."

Some of the speakers of the evening were Mr. Alfred Mosely, who expressed regret that his English teachers were not present to witness this splendid fruitage of the work of a great schoolmaster in the public schools of New York; the Rev. Thomas R. Slicer, and Dr. Fagnani, of Union Theological Seminary, a former pupil and teacher of "35," who by quoting from papers published in the city in the early part of the last century, showed most interest-

ingly the widespread opposition, then prevailing, to the idea of free popular education.

Many were the songs sung, the toasts given, but the "Great Spelling Match for a prize" which had been featured in the announcements of the evening was postponed on account of the lateness of the hour, to a reunion which will be held in the Old School next spring, when Miss Heybeck, now Mrs. Hall, will be at the piano as of yore.

The "old boys" seemed to feel that for one night at least they were indeed boys and that Dr. Hunter was now as then their leader, their "principal."

The Cause of Education as a Business Man Sees It. I.

By G. W. HOLDEN, President of the Holden Patent Book Cover Co.

This cause may be likened to a gold mine with rich surface indications. All say "it's a good thing," but its real value is more deeply impressed upon those under the surface who come daily in contact with the rich veins. The business man whose vocation sends him down among the miners catches the enthusiasm of the ones at work with their compressed air drills, picks, and shovels.

Everybody acknowledges that education is of value, the degree of value is in proportion to the amount of thought and study devoted to considering its influence on civilization.

When one picks up a magazine and reads an article deduced from the census of 1900, that the chances of life to become of prominence in a community, reduced to simple figures, are; uneducated, one in 150,000; with common school education, one in 40,000; with a high school education, one in 1,700; the business man is not surprised that the number of high schools increased from 2526 in 1890 to 6296 in 1902. Rushing thru small towns of 3,000 population and upward in Wisconsin, Minnesota, Nebraska, Montana, and other western States, and seeing thru the car windows the finest building in each place, the business man feels a sensation of delightful surprise and thankfulness to have his inquiry answered almost invariably: "That's their high school."

It is not to be wondered at that the average school life of the child has grown from 420 days in 1850 to 612 days in 1902—(800 days now as stated by Dr. Chancellor of Washington.)

When one reads that not one in fifty attend school in Russia and more than one in eight in Japan, the business man is forced to admit its potency in warfare.

In a lecture by the late Dr. Hill, Secretary Massachusetts State Board of Education, he substantially made the statement that, while Massachusetts pays out almost double what is disbursed for educational purposes by an equal number of the United States the average earning power of her people is 275 million dollars per annum more than of an equal number of the same average. This excess in earning power being *twenty-three times* more than the entire State pays out for education per annum, the business man then is forced to say to himself: "What a great money maker this Cause is!"

It puts to shame the narrow-minded school director who places himself in opposition to the expenditure of sums necessary for a proper handling of the young minds in his community. *Now* is the one chance for the eighteen million children. The need cannot be put off another generation, nor even for five years with most of them. In one generation these eighteen million children of to-day will be deciding the destinies of our Republic.

To those of us to whom the memory of the Civil War is as yesterday, knowing the patriotic self-sacrifice of those who early rushed to enlist, the gradual decline of patriotic motives as the war lengthened out, and the rise of self-interest, culminating in the "bounty Jumpers," the businss man wonders why those in our national assemblies are so lavish in their distribution of pension money asked for, *not* by the early recruits so much as by the later element. The soldier may have saved the country, but it is the conscientious teacher who is to-day *making it worth saving*. No one begrudges the maimed, the impoverished, and the feeble all national aid possible to smooth the paths of their last days, but let not the claim of the teacher go entirely unheeded. It is now a profession, the same as law or medicine, but without the emoluments. How will we, as business men, try to repay the debt we owe the teacher as well as the soldier?

It was in 1839 Horace Mann started the movement to make teaching one of the learned professions by establishing the first Normal School, with less than twenty students, and it seemed a singular coincidence in recently reading up English history to find it was in the *same year* England began a similar effort.

The poisonous fangs of graft and corruption fasten themselves upon so many worthy causes. There is no better way to lessen this influence than by giving encouragement and substantial support to all plans for the better moral development of the children in our public schools. That accounts for the widespread interest among business men all over our country in the "Brownlee System of Child Training," and any others of like nature, wherein honor, truthfulness, kindness, etc., are daily exalted and opposite qualities receive proper condemnation. These daily lessons to children while their minds are inceptive, fill us all with a hope for a more purified business and social atmosphere in future years.

Happening to be in the hall of a large school on the East Side in New York as the 2,500 pupils of various nationalities were being dismissed, I remarked to the principal, a kind motherly-looking woman, "It must be a great tax on your patience to oversee so many." She replied, "Oh, no, they all are so anxious to learn, I love every one of them." The business man went away with renewed faith that the world is growing better and hopefulness for the future of our Republic.

In the evolution which is and has been going on for generations, the best teachers of to-day are those who fifty years ago would have unhesitatingly packed their grips for heathen shores. Now that they realize how much they can aid in advancing the nobler aims of civilization, the larger fields fill all their aspirations, for living a useful life.

It is not surprising, then, that the business man, knowing all the above facts and realizing the great importance of the cause of education in the life of the home, the community, and the nation, heaves a little sigh that he is unable from lack of means to carry out many ideas for helping along the good work.

Some Principles of the Art of Writing.

By DANIEL W. HOFF, Instructor in Penmanship in the Public Schools of Lawrence, Mass.

(In the Lawrence *Telegram*.)

Some facts, conditions, and relations, an articulate knowledge of which, on the part both of the teacher and of the taught, is prerequisite to the proper presentation by the former, and the systematic development by the latter, of a rapid, legible, and saleable style of penmanship, with the minimum expenditure of time and effort.

The Chief Object.

To establish correct habits of both thought and action on the part of the student or pupil; to teach him to regulate the forces which operate and influence the action of those muscles which constitute the writing machine; also how to apprehend and remove such mental and material impediments as prevent freedom, ease, and precision in their action, are the chief points to be gained and embody the grand secret of all successful instruction in penmanship.

This can be best accomplished by means of a systematic course of instruction and experimental drills that shall make clear to the mind of the student the following points: Offices of the various sets of writing muscles, what impedes and what facilitates rapid, accurate execution, the effects of various sitting postures, or degrees of muscular tension, upon muscular elasticity or fluency of action, the relation of thought and will power to motion, and of motion to the visible results, which mental conditions impede, and which facilitate execution, which quiet and which agitate the nerves; what moods induce sluggish, feeble, and uncertain action, and which stimulate strong, rapid, and precise movements; the effects of slow, halting, and of rapid, sweeping movements upon quality of line; how results are effected by the presence or absence of forethought, preplanning, and fearless freedom, etc., etc.

Claire Heliot and Her Favorite Pupil.
From "Behind the Scenes with Wild Animals," published by Moffat, Yard & Co., New York.

To Know How is One Half.

It frequently happens that much valuable time is literally thrown away at the outset of a student's career simply because the instructor has neglected to make plain to him just what are the offices or functions of the various sets of writing muscles together with the conditions under which their action can best be brought under control. That practice perfects is only conditionally true. The author of that much used phrase "Practice makes perfect" should have written it with five words instead of three, thus: Only intelligent practice insures perfection.

Before we can intelligently point out the functions of the various sets of muscles employed in the act of writing, there must necessarily be, between the writer and his readers, a perfect understanding as to the exact character of the movements under consideration. I confine myself chiefly to the discussion of that movement so universally taught in business colleges, and in the grammar grades of those public schools where supervisors of penmanship are employed. I refer to what is too commonly known as "Muscular"*movement which, in practice, is really a combination of the Finger and the Rest-arm movements. Altho in teaching, after the first few lessons spent in its analytical study, we generally simply refer to it as the arm movement.

The better the pupil is informed as to these functions of the various sets of muscles, the more intelligent, hence the more fruitful, will be his efforts. The supervisor who fails to recognize the fundamental importance of this fact and to bring his teachers to a full realization of the same, will find the teaching of movement to be decidedly up hill work.

This statement applies with equal force to the regular teacher in the public school, or to the penmanship instructor in the business college who neglects at the very outset to place within the comprehension of the pupil the facts as to the parts played by each set of muscles when employed in the act of writing, together with what mental, muscular, or material conditions affect that action, and how. The writer has found no device which so quickly brings within the understanding of the beginner, these facts and conditions, as do the experimental drills, in the course of which each student writes the same exercise under different conditions as to body, arm, or hand postures, mental conditions, muscular tensions, pressures at arm rest, rates of speed, etc.;

*A "muscular movement" is a movement, or action of any set of muscles, whether they belong to human, brute, bird, insect, or reptile. It is purely a general term, hence can not properly be employed to designate a specific action, such as a head movement, a wing movement, a hand movement, a foot movement, a finger movement, or an arm movement. If when writing you move the arm, that may properly be termed an arm movement, whether the arm is suspended above the desk or the forearm rests thereon. If, however, you wish the name to convey to the student's mind an intelligent conception as to the exact nature and character of that motion, it will be found to be absolutely necessary to prefix the qualifying term rest, or suspend, thus: Rest-arm movement or suspended-arm movement.

etc. During these experiments the pupil carefully notes how differently each condition affects the character of his work.

Movement Defined.

When used in connection with penmanship the term movement means controlled motion. According to this interpretation one may employ an abundance of motion yet possess very little available movement. Motion may even embody both the elements of freedom, ease, and speed, yet not until that motion acts in obedience to the dictates of the will, may it properly be termed good movement.

Four distinct movements are employed in the execution of juvenile, amateur, and professional writing, viz.: Finger movement, rest-arm movement, combined movement, and suspended-arm movement. The first named is almost universally used by young children in all written work. The second and third are used by older pupils, business college students, and professional penman in ordinary "business" (like) penmanship. The last used is by some for large capitals in certain classes of ornate writing, and at the blackboard.

The finger movement consists of a pure flexing action of the thumb, the index and the middle fingers while forming letters.

The rest-arm movement consists of forward and backward and rotary vibrations of the entire arm, in running combination with lateral fore-arm sweeps. Unless these movements attain a speed that constitutes a vibration rather than a series of separate motions they can not be said to constitute a useful writing movement.

The combined movement is that which unites or blends the two simple movements, the finger and the rest-arm. The proportion of each that enters into the mixture necessarily varies with the individual, but will probably average for short letters, four-fifths arm vibration and one-fifth finger action, for extended letters one-third arm vibration and two-thirds finger reach, while for capitals the proportion would vary according to the nature of the letter, the arm motion, however, predominating.

When writing with the pen the only difference between the suspended-arm and the rest-arm movements is that in the case of the former the fore-arm is suspended above the table, the shoulder instead of the arm rest serving as the center of motion.

Offices of the Various Sets of Writing Muscle.

Four distinct sets of muscles are employed when writing with a pure rest-arm movement; they are those of the shoulder, upper-arm, fore-arm and fingers. Those of the shoulder and upper-arm supply both the propelling force and the shaping action, absolutely no action of the fingers being permitted. In this case, the office of the thumb and first two fingers is simply to keep the pen in proper position, while that of the third and fourth is to act as a sliding gauge, or steadying rest for the hand, to regulate the pressure at the point of the pen. When employing rest-arm movement, the muscles of the fore-arm are semi-passive. They simply rest upon the desk to steady the action of the arm, forming a flexible pivot or fulcrum upon which the arm vibrates. They take absolutely no direct part in the shaping of letters except as their tension restrains or liberates the vibratory* action of the arm, or as they are forced to move by the muscles of the upper arm and shoulder. They serve as a sort of regulator, or equalizing force, the degree of their tension and pliability determining, largely, the amount of force necessary to execution.

The pure rest-arm movement is rarely used except when drilling upon the technique, such as the spiral and straight line repetition exercises. Altho a few still claim to use and teach a pure arm movement for the formation of letters, what they really do use is a combined action of the arm and fingers as every intelligent thinking instructor knows. It is required by most teachers of penmanship, as a means of securing the combined movement. If a pupil does stiffen his fingers and use a pure rest-arm action the teacher steps to his elbow and very quietly instructs him to let the fingers be loose enough to help a little in the long reaches.

In the combined movement the muscles of the shoulder, upper-arm, lower-arm, and fingers perform the same functions as in the rest-arm. Those of the fore-arm and fingers, however, have the added duty of flexing the fingers when their articulative action is applied to the shaping of the turn joinings, reaching for the extended letters, etc. In this last named ingredient the specific office of the thumb is to keep the holder in position, that of the forefinger to pull the holder backward, and to give nicety of finish and shape to the backward motions, and that of the second to push the pen forward and to assisting in the shaping of the connective strokes—up strokes.

The importance of this function of the second finger will be realized if you place the end of it on top of the holder instead of underneath or back of it, thus compelling the clumsiest member of the five, the thumb, to shape the forward motions; to note the difference in their shaping powers just lay down the pen, and try to write, first with thumb, then with the second finger, as if they were pencils, using only pure thumb, and pure second finger movement.

* It is a very popular delusion that the vibratory action of the right arm as employed in both the rest-arm and combined movements, causes a flexing or stretching of the muscles of the forearm at the point of contact with the desk or table. As a matter of fact, however, it is the cuticle or skin covering which envelops this muscular cushion that is stretched, and not the muscles themselves.

The Ideal High School.

The high school that will do the work of a secondary school and will not connive at overloading or underestimating the lower grades.

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—W. W. STETSON,
Superintendent of Public Instruction for the State of Maine.

THE SCHOOL JOURNAL

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Remarks on Secondary Schools.—Secondary Schools in Germany.

By C. F. KAYSER, New York City Normal College.

[Paper read before the Section of Mathematics of the Association of Colleges and Secondary Schools of the Middle States and Maryland.—Slightly abridged]

In presenting to you my observations concerning secondary education in Germany, I do not desire to be understood as looking upon peculiarities of German methods, or their difference from our own as being necessarily superior to our own, or that I should recommend and advocate their complete adoption in our American schools. It is always profitable to study the development of other peoples and to inquire into the methods and means by which they attain desired results, but it does by no means follow that what is advantageous and useful to others, must necessarily have the same effect with us. The strength of a nation is not increased by simply engrafting upon its stem and branches shoots of foreign manners and methods of work. Growth and strength are derived only from the development and cultivation of the germs that lie within.

Incidentally, let us remember that the Germans are far from believing that they have discovered and possess the only true and patent way for curing all the ills, shortcomings, and the ignorance of mankind. In no country, I believe, is there more unrest, or has there, up to within few years, been more differences of opinion as to the best type of secondary school, as to the importance and proper valuation of individual studies and particular courses, or even as to the aims and best methods of attaining them. I need only refer to the feud that continued for almost a half century between the Humanistic Gymnasium and the Realgymnasium, and more recently also, the Oberrealschule, and which was settled only four years ago by granting, with very slight restrictions, to each kind of these schools the privilege of preparation for the university, *i. e.*, for all professional and higher State positions. By this solution time-honored classicism received a most serious blow and set-back in Germany. Then again, for more than twenty-five years there has been raging a very acrid debate in the camp of modern language teachers, not only as to the true import and aim of modern languages in the school curriculum, but especially as to the best teaching method. The same is true with regard to the study of science. The advocates of the laboratory methods have gained considerable concessions from those who favor purely descriptive and demonstrative methods. Then there is the division regarding the desirability of the so-called unit-school. Many of the foremost thinkers and pedagogic leaders are arguing for a gymnasium constructed somewhat along the lines of our American schools. In fact, experiments in this direction are being conducted by a number of cities in the so-called Reformgymnasia. In these schools the first three or four years form a common understructure for the subsequent ramifications or special schools. A pupil entering one of these Gymnasia need no longer decide upon his life's work when he is nine years old, but may postpone this decision almost as late as his American cousin.

Then again, to be entirely accurate, we must not omit to mention that Germany has in reality no single type of secondary schools; it has as many kinds of such schools as it has states, each state being autonomous in school matters and having its own school system. We cannot really speak of the German Gymnasium, with its aims and methods, as a fixed type. Yet the differences between them are not fundamental, and there is a sufficient degree of similiarity and uniformity to permit us to speak of any of these varieties of schools in the singular. That this similarity is recognized in Germany is most forcefully illustrated by the fact that a certificate of maturity, no matter where earned, is honored by every university of the Empire and, for all I know, in the whole world. There is a general trust in the efficiency of the work wherever it is done.

If it is true, as Professor Munsterberg and many American educators aver, that the German youth at the age of eighteen, when, under quite normal conditions, he is graduated from the Gymnasium, is at least two years ahead of his American cousin in points of knowledge and mental development, there must, of course, exist some adequate cause for this discrepancy. There are many who, tho admitting the deficiency in positiveness and extent of knowledge, will not admit that the sum total of the equipment of our boy shows any deficit when compared with the European, especially the German boy. The cause for this contended discrepancy does not, in my judgment, lie in the physical conditions surrounding the American boy; on the contrary, these seem to me to be, on the whole, rather more favorable. Nor do I believe that the average American boy is mentally less alert and capable than the average German boy. German visitors and observers are rather more often impressed by his vivacity and intellectual alertness, than by any sign of sluggishness. What, then, or who is responsible for conditions as they are with us? Is it we, the school teachers, and our methods? In order to handle the question intelligently and to arrive at positive and incontrovertible conclusions, it would be necessary to make an exhaustive investigation of the whole situation. I must content myself with directing your attention to two or three of the most glaring differences, leaving out the imponderables which may after all be of more importance than the differences that lie on the surface, and then to let you draw your own inferences.

One great difference may be found in the structure of the German school system. The latter is not continuous; it is not a pyramid with eight years of elementary teaching as its base, four years of secondary work in the middle, and four years of college or university training leading up to the apex.* At the end of the third year, and with these three years as base, a new pyramid is being started with pupils leaving the elementary school, and in nine more years it is reared up to a frustum of such height as to allow any professional university course to bring it up to its apex or to complete it. What are generally called secondary or academic subjects are then begun in Germany with the ninth year and continued for nine years, and the university work is altogether of a professional nature. Of course, many pupils leave the gymnasium when they reach the compulsory age limit of fourteen years, or at the time when they would have completed the elementary school had they remained there. As to whether these pupils are as well prepared for their life's work as those who completed the common Volkschule, is a much debated point, and those who deny the assertion appear to be in the majority. I mention this as the first difference, not only to point out the lack of continuity in the German school

* The elementary school in Germany is a shorter pyramid all by itself, comprising a course of eight years.

system and the many perplexities ensuing therefrom for children who must decide between the ages of nine and fourteen whether or not to pursue higher work, but especially because much of what I may have to say in the course of my remarks will be properly adjudged only when we keep in mind that secondary instruction in Germany really extends over nine years.

The next, and perhaps chiefest difference in the schools of the two countries, is characterized by the name given to the daily school period. In Germany the period is called "Unterrichtsstunde," "instruction period." In England and America "recitation period." Strictly interpreted, this would mean that in Germany all the work of the school is understood to be instruction or teaching, while with us the emphasis is placed upon hearing the lesson. Historically considered, the two words, "recitation" and "lesson hearing" undoubtedly describe the original function of the American teacher and point back to the monitorial or pupil teacher system, or to the time when our schools were practically *singuli* institutions, *i. e.*, when a school, with one teacher, had almost as many classes as it had pupils, and when a teacher really could do nothing but hear the lesson of the one, while the others prepared theirs. But that time is past.

There can be no doubt that the German teacher does much more teaching than we do and perhaps can do. This is especially true in the lower grades, where a large part of the time is given to assisting and directing the pupil in the preparation of his lesson for the coming day. No teacher would, for instance, think of setting as a task the first chapter of Caesar to a class just beginning Caesar—and, not to forget, this would be in the fourth year of Latin study, with nine hours a week for the three years preceding—without having first cleared up the chief difficulties both of vocabulary and construction, and perhaps even giving the content. The same is true of mathematics and other studies. The teacher will always pick out the pitfalls and exceptional difficulties, and remove the stumbling blocks which might discourage and unnerve the pupil in his onward journey. The teacher is therefore a much more potent factor than the book. In the study of history, for instance, oral presentation is the rule to the very highest class, and the book which is usually nothing but a meager summary of facts, serves the pupil only as a reminder and guide in his home preparation. The spoken and living word of the teacher is the core and center of all teaching. The same is true in the study of literature. The teacher, from the fulness of his own knowledge, presents the facts to suit his purposes and his pupils, and then refers to the paragraphs in the book for review work.

On the whole, therefore, text-books play a less important part in German schools than they do with us; they are rarely studied from cover to cover. There being no uniform entrance examinations, as we have them, every university accepting the graduation certificate of a gymnasium, the individual teachers or schools have the widest latitude, both in the choice and the order of topics, provided they cover in a general way the pensum prescribed by the State. I am sure that of the ten gymnasia in the city of Berlin, no two read, except by mere chance, the same books or chapters of Caesar, or the same letter of Cicero, or the same Greek tragedies. Two programs of gymnasia are lying before me at the time of my writing, both belonging to two entirely different countries.

German text-books, tho to-day, in many directions, books of art, are rarely voluminous and usually only present in notes and commentaries what the teacher cannot as well supply himself or cannot elicit by proper questioning from the learner. The objections raised against this practice and method of teaching by many American schoolmen I know, is that such a method is apt to coddle, to foster dependence, and to emasculate the study; that it does not develop self-reliance, and that it is pedagogically objectionable practice to help a pupil to do things which he ought to do for himself, and that power is gained only by ferreting out things alone. The caterpillar must break the chrysalis by his own efforts, if he wants to live as a butterfly.

These strictures have their force and point to a real danger. Such a method, if carried too far, certainly does not make for strength and power. But it is needless to say that it is not expected that the teacher will do all the work for the pupil; what is theoretically aimed at, but perhaps in practice not always done, is to direct and guide the pupil, to make his work attainable and pleasurable, and last, but not least, to lighten his burden of home work. It also makes it possible for the German teacher to insist upon certain definite home preparation, and he gets it. What else this system accomplishes may be inferred from the following facts. The Gymnasium, from whose program I quote, numbered in July, 1905, at the end of the school year 1904–5, 240 pupils, of whom in the nine grades only twelve failed of promotion, viz.: 3 of 39 in I., 1 of 36 in II., 1 of 28 in III., 4 of 37 in IV., 1 of 26 in V., 1 of 24 in VI., none in VII. and VIII., and 1 of 16 in IX.

Another peculiarity, closely akin to the method described above, is the apparent slowness of procedure and the consequent thoroness with which the work can be done. Let me illustrate by again referring to the program of the Gymnasium already mentioned. These programs, by the way, are not issued at the beginning of the year, outlining the work which is to be done in the course of the year, but they are issued at the end of the year, and show what has actually been done.

Latin.

I shall in the first place choose Latin as the subject most widely studied in the secondary schools of this country and as the one which, on account of its pretty uniform treatment, furnishes a good basis for comparison.

The pensum of the *first year*, with nine hours per week, is as follows: Regular forms only, reading of very simple stories, fables, etc., much translation of illustrative sentences from German into Latin, one weekly test in writing.

Second year, nine hours, all forms with essential rules of syntax; reading and prose composition and test as in first year.

Third year, eight hours, syntax of cases and agreement, five arranged biographies of Nepos; selections from the fables of Phaedrus; one test.

Fourth year, eight hours, review and additional rules of use of cases. Caesar, Book I., Book IV., chapters 1–19. Book VI., chapters 9–29; one written test.

Fifth year, eight hours, syntax completed, prosody, and grammar review; one test; Caesar, Book II., Book IV., chapter 20 to end, Books V. and VII.; selections from Ovid.

Sixth year, eight hours, Livy Book XXI., Cicero, Lex Manilia, Vergil, Aeneid, Book I. and beginning of Book II.; review of grammar; one test.

Seventh year, Livy, Books XXII. and XXIII.; parts of Books XXIV. and XXX.; Sallust, Catiline; Cicero first three orations against Catiline; Vergil, completion of Book II., Books IV. and VI. in parts; one test.

Eighth and ninth years, six hours, Cicero's letters of the years 49 to 43. Tacitus, Germania, first half; selections of Annals, Books I. and VI. Hor-

ace's Epodes and Satires; selections of Carmina, I. and II.

History.

To illustrate by another subject, let us choose history.

In the first three years of the course history is not taught as a separate study. It is joined with the study of the vernacular and consists in oral presentations of ancient and German folklore and mythology.

In the *fourth year*, two hours, Greek and Roman history in mere outline, largely biographical.

Fifth year, two hours, salient points of German history to the year 1648.

Sixth year, two hours, German and modern history to 1900.

Seventh year, three hours, Greek and Roman history in full, constitutional.

Eighth and ninth years, three hours, German modern history.

Mathematics.

Let me also present to you the course in the mathematics of the same gymnasium:

First year, four hours, indenominate and denominate numbers.

Second year, four hours, common fractions, decimals, simple rule of three.

Third year, three hours, continuation of second year.

Fourth year, three hours: Algebra, addition, subtraction, multiplication, and division; geometry, plane figures with congruence, triangles, and properties of circle.

Fifth year, four hours: Algebra, involution and evolution, proportion, and equations of first degrees with one unknown quantity. Geometry: Equality and similarity.

Sixth year, four hours: radicals, equation of first degree with several unknown quantities, equation of second degree with one unknown quantity. Geometry: The circle, harmonious division, centers of similitude; radical axis, poles and polars.

Seventh year, four hours; Logarithms, arithmetic, and geometric series; compound interest, plane figures.

Eighth and ninth years, four hours, theory of complex numbers; binomial theorem. Combination permutations, etc.

Besides, students of the three highest classes have the option of taking two hours a week a course in descriptive geometry. In the seventh year it comprises construction of triangles and quadrangles, of the circle with its tangential problems of regular polygons, of ellipses, ovals, spirals; vertical and horizontal projections of prisms, projections on lines and planes. In the eighth and ninth years: Introduction into the theory of shadows and perspective. Conic sections and analytical geometry, which in my days also formed a part of the course, are now taught in the Realgymnasium only.

Festina Lente.

Considering the number of years and the weekly time given to these subjects, I have at times thought that the Germans were doing very little. At any rate, it is clear that they do not rush matters and are in no great hurry. There is no hothouse process, and yet by the time the boy is eighteen years old, he seems to have covered not only the elementary or the grammar school tasks, but also enough of the academic subjects to entitle him to take up his higher special work or his Fachstudium at the university; and what is more, he has time to cover it pretty thoroly, and he is therefore in actual possession of much accurate knowledge which can't help but give him a great advantage in whatever he thereafter undertakes.

Comparisons.

It is a great temptation to compare these long and slowly proceeding courses with our own and to show how much more in proportion we undertake to do in the four years of our secondary instruction. However, this is not necessary, as we all know our own curricula. Of course, we can do much more than can be done in the first four years of the Gymnasium, as our pupils are older and maturer when they undertake the work, but our German friends charge us with attempting to do too much and claim that under the hurry the quality of our work is made to suffer. Whether this opinion is correct is not my object to prove. But permit me to quote a few words from one of our visitors, Prof. Aug. Hoefer, of Frankfort, who two years ago spent four full months in daily visits to our schools, from the university down to the elementary schools, in all parts of the country except the South, and who certainly has many things to say in our favor and is always full of kindliness and sympathy even where he feels he must criticise us. In speaking of our haste, he says:

> Here we touch upon one of the greatest weaknesses of the American school system, viz: superficiality. The educational torrent which rushes down over the American youth apparently covers a much wider field than with us, but it is not very deep. The results in positive knowledge are scant, and any one who desires to acquaint himself thoroly with American schools must not look for information in their courses of study, for in America, too, the paper offers no resistance to printer's ink, perhaps even less than elsewhere.

Furthermore, he says:

> With few exceptions the results in modern language teaching show a monstrous insecurity of grammar. This is chiefly due to the hastiness with which the elements are disposed of, and with which they rush forward to the more pretentious reading of connected discourse. Thus, in German, "Tell" is read in many places in the second year, but in the pitiful and laborious effort of translating word for word the most elementary understanding of the poem is excluded. The reading of the drama is nothing but the threadbare cloak thrown around the lifeless skeleton of grammatical drill. The same is true, he continues, perhaps even in a higher degree of the classical languages. The extent of this far-reaching inaccuracy of the most elementary knowledge in forms was illustrated by the exercises exhibited in overwhelming numbers in St. Louis.

He gives a large number of illustrations and adds that these samples were certainly illustrative of the average work, as most cities made their selections.

In another brochure accompanying the year's program of his institution, where he speaks of the same point and of our inordinately high demands, as illustrated by exhibits at St. Louis, he says:

> Why ask in the second year of the high school original compositions in French on Moliere, which in form and content were equally poor, or why suggest in the fourth year the reading of "Le Cid," "Horace," "Fables of Lafontaine," "Andromáque, "Athalie," "Le Bourgeois Gentilhomme," "Les Précieuses Ridicules," selections from Victor Hugo and Cyrano de Bergerac, or give in the third year English compositions such as: The Fourteenth Century, a period of moral decay, as illustrated by Chaucer's "Canterbury Tales," or in the fourth year demand a metric dramatization of the "First Book of the Iliad," etc. The most incredible, however, he goes on to say, was furnished by a high school which, as a result of a two years' course in music, with one lesson a week, exhibited a large volume of original compositions of pupils, containng nocturnes, reveries, school songs, and fantasies.

He concludes by saying that we might possibly accomplish more by doing less, and expresses the hope that Germany, which has much to learn from America, and can get from her many valuable hints and suggestions for its schools, would never adopt her haste.

Another difference, or peculiarity, of German schools, is that they lay more stress upon acquisition of knowledge by ear, or if I may say so, upon oral recretion, and therefore place less emphasis upon things that can be readily examined on paper. Promotions are never, and even graduations are only in part, made dependent on written examination. Of course, written exercises, a sort of test, are of weekly occurrence and enter vitally in estimate of the pupil, but the periodic return of examination time is not known, and there is therefore no great danger that teachers and pupils will cram up for examinations. This fact, I think, gives to instruction in German schools a certain appearance of repose. The years seem longer, and there is a certain *otiumcum dignitate* prevailing in the schoolroom. I might also add that inasmuch as examinations, whenever they are given, are always an internal affair of the school and only subject to the approval of the state authorities, this circumstance may perhaps also largely contribute to this appearance.

Concentric Circles.

The last point of difference which I desire to call your attention to, and which is also the most difficult point to present, is the method on which the programs or schedules of work are made out. Owing to the length of the course and the partial fusion of elementary and secondary curricula, much of the work can be distributed in concentric circles over a number of years and the same work may be treated twice and even oftener, but every time from a different viewpoint and one adapted to the mental status of the pupils. Rarely is a subject finished in one year, and pedagogic considerations may therefore be allowed to determine its treatment at the beginning in preference to scientific order and arrangement. This is easily recognized by the way history is taught. It begins with the simple narration of stories and myths, then proceeds to men and events, or to biographies and actions, and only in the upper grades these are brought into their proper relation and history assumes a more scientific aspect.

In the study of mathematics we find the same condition. In the lower grades, geometry is taught alongside of arithmetic, and it is largely experimental and empirical, or a sort of geometric object teaching. When arithmetic gives way to algebra, the two go again hand in hand and are spread over the whole of the remaining years, and even arithmetic of a higher order is again taken up, as we have seen in the program which I analyzed. Thus even in this study, as well as in science, where systematic arrangement and treatment are perhaps more essential than in history, literature, or languages, I think it is not the custom to complete whole chapters, but more difficult portions may be left to a time when the students are better able to grapple with them.

Foreign languages are certainly taught concentrically for a number of years and little attempt is made to present them along the line of scientific order. But this is not all that I had in mind when I spoke of the difference in program making.

Co-Ordination.

There is still another phase, perhaps of even greater importance, and one which in German schools is very strongly emphasized. It might be called co-ordination in program making, that is, the attempt of so distributing and arranging the different parts of the subjects that they will, as far as possible, be mutually helpful, or that they will turn accident and chaos into design and harmonious order. From what I have already said, it is seen that we can not properly speak of first, second, third, or fourth year subjects, certain portions of one and the same subject or scientific chapter may be taught in different years. Subjects are torn apart, as it were. However, this tearing them apart is not done for psychological reasons only, or for the purpose of presenting to the pupil only such things as he at the time can readily understand, but also for the purpose of aiding and strengthening the work in other branches, of breaking the monotony and sameness, and of establishing a certain harmony between the different tasks. Thus, for instance, when Roman and Greek biography form the burden of the work in history, it is more than likely that the Latin department will read the biographies of Nepos, and later on, when Roman and Greek institutions form the gravamen of history, Cicero's speeches, or Sallust's Catiline may be taken up in Latin, and Herodotus and speeches of Lysias or Demosthenes may be read in Greek, and thus these subjects will supplement each other. Similar attempts of coordination are made in the study of German history and German literature and in other disciplines. Besides this, great care is taken to avoid the overemphasis of one and the same phase of mental discipline, as might for instance happen by reading in the same class at one and the same time dramas or epics in three different languages. This balancing is, of course, not always possible, but the principle is well recognized and established that such work ought not to be duplicated or triplicated, especially when the chief aim is only to acquaint the pupil with the particular type, and not to give him extent of knowledge.

These are some of the methods which are pursued in the German schools, particularly in the gymnasia, and which, in my judgment, are responsible for the product turned out by them. To determine to what extent they might be copied by us or adapted to our purposes, is another question and was not a part of my task.

"Lady Claremont stood watching when he had gone from sig
Page 279.
From "An Express of '76." (Little, Brown & Co.)

Academic Interchange with Germany.

By Prof. KUNO FRANCKE, of Harvard.

[In *The Harvard Monthly* for December.]

The article in *The Harvard Monthly* is headed "Is the Interchange of Professors with Germany a Success?'

The recent criticism in the American press of certain utterances on the Monroe Doctrine made by Professor Burgess, of Columbia, in his opening lecture at Berlin University, suggests the question whether the interchange of professors between American and German universities has thus far proved to be what it was meant to become: an additional means of mutual understanding and intellectual friendship between the two nations. Personally, I do not agree with those who deplore Professor Burgess's utterances. On the contrary, I sympathize with his attitude, and it seems to be entirely within the scope of this inter-academic agreement that the representatives of the different universities should fearlessly and without reserve express their personal convictions and principles. For, after all, a most important part of this whole interchange consists in this: that the students of the two countries are brought thereby face to face with striking, well-rounded, powerful scientific personalities, with public characters—so to speak—of another nationality.

It cannot, however, be denied that the undoubted irritation produced by Professor Burgess's attack of the Monroe Doctrine points to an element of danger in this international exchange, the danger of its being dragged into political controversies and thereby giving rise to political animosities. Nothing could be further removed from the motives underlying this academic undertaking, nothing could be more injurious to its success. It cannot be stated too emphatically that this undertaking has nothing to do with party motives, with so-called burning questions of the day, with anything fitted to arouse rather than to soothe popular passions and prejudices. It is an interchange of scholars, not of politicians; it is to set before the student world of the two countries, embodied in typical personalities, the abiding traits of national temper and national ideals; it is to introduce the emissary of each of the two countries into the methods of study and the daily work of the students of the other country; and it will thus, we hope, lead to a still deeper, because more personal, and to a still more widely spread conviction, than exists even now, of the fundamental affinity between German and American scholarship.

I know of no better way to illustrate what has already been accomplished in these directions than reviewing briefly the activities of two of these national emissaries: Professor Peabody's activity at Berlin and Professor Kühnemann's at Harvard University. The tasks of these two men bear a similar relation to each other, as the highly efficient work performed here last year by Professor Ostwald bears to the work to be done by Professor Richards in Berlin during the coming spring. Being of a less technical character, the tasks of Professor Peabody and Professor Kühnemann lend themselves particularly well to throwing light on the public significance of this international exchange. Both these men entered upon their work in the full consciousness that they were sent abroad as interpreters of national ideals; both, by lecturing in their own native tongue, were enabled thus to assert to its full their own individuality; both adapted themselves with remarkable tact and eagerness to the life and the work of the university to which they had been sent as visiting members; both have shown by their examples in what way, and in what way only, the international exchange of professors can be made a permanent and highly stimulating part of university life.

Professor Peabody's courses given last winter at the University of Berlin dealt with social ethics in general and with American social problems in particular. That this subject must have been of unusual interest and profit to his German hearers, is clear at first sight. The phenomenally rapid growth of German industries, as well as the extraordinary ascendancy of the Socialist party have made labor problems perhaps more acute in Germany than anywhere else, and have given to the phrase "social reform" an emphasis and urgency such as it has in few other countries. The hundreds of German students, then, who listened to Professor Peabody's lectures, must have been intensely interested to hear from him how social reform is undertaken in a country where the initiative in such matters does not, as in Germany, come from the State, but from voluntary organizations of individuals; and it stands to reason that the quickening of such voluntary activity of private individuals in the cause of social reform will be (to what extent, it is, of course, impossible to say), one of the lasting results of Professor Peabody's activity at the German capital. The impression which he has made upon the most powerful and influential minds of Germany may be summed up in a passage from a letter to me by Dr. Althoff, the director of the Prussian universities: "Our only regret is that we cannot keep him here permanently."

Professor Kühnemann, this year's representative from Germany at Harvard, has been with us now for two months; and it is no exaggeration to say that in this brief time he has managed to become a power in our university life. He, too, is a man who feels that he has a national mission. He comes to us as an interpreter of what is best and finest in German literature, and he devotes himself to his task with a single-mindedness, genuineness, and ardor which makes him irresistible. He has taken the student heart by storm. His eloquence is of a kind which has nothing to do with fine phrases, but springs from the inner vision, and, therefore, creates visions for others. He has made us live, as no other orator has during the present generation, with the great masters of German thought and feeling; and he is a personal embodiment of the new life which at present is stirring Germany in every domain of higher activity. His sojourn at Harvard will leave us with the same feelings which were expressed for Professor Peabody in Berlin: the wish that we might have him here permanently.

With a year's record of two such visitors as these —men who have contributed to the institutions visited by them what could not have been had without them—it seems no overestimation to pronounce this international experiment a decided success. We of Harvard welcome most cordially the fact that other American universities have now joined us in this cause, and we trust that the methods adopted by Columbia and the University of Chicago, and proposed by the University of Wisconsin, will prove equally profitable in the advancement of scholarship. There is no cause more worthy of the united, disinterested service of the foremost American universities than this.

Notes of New Books

John Cotton Dana, so widely known for his splendid work at the Free Public Library of Newark, N. J., has added another service to the cause of libraries, by bringing out a very practical little book entitled NOTES ON BOOKBINDING FOR LIBRARIES. At the outset Mr. Dana states that is it not his purpose to give a treatise on the fine art of bookbinding, but simply to furnish sufficient information to enable an intelligent person by careful observation and examination to determine whether his books are being bound in the most durable and serviceable manner. To this end he goes thoroly into the anatomy of the book, and its construction; the variety of sewing and joints, etc., which may be used, with notes on the advantages and disadvantages of each. The different leathers and other materials are carefully commented upon with a constant regard for their wearing qualities, rather than the elegance of their appearance. On the subject of repairing, the author says:

"The universal rule in this matter is, don't. To this there are exceptions; but many, if not most, of the books which are repaired are so injured by the process itself, or by the wear they receive after they are repaired, that it would have been better for them if they had not been repaired at all, but sent direct to the binder." (Library Bureau, Chicago.)

Mary Catherine Crowley has selected for her new book, IN TREATY WITH HONOR, incidents in the French-Canadian struggle for independence in 1837-38. There is a spirit of daring and adventure, lightened by many a humorous touch which makes the story delightful and human in its interest. Niel Adair, by birth a British subject, by education a Parisian, and by adoption a citizen of the United States, joins the Canadian patriots, and has many narrow escapes in his service of this little remembered "lost cause." Adair is a good soldier and a good lover, and Jacquette is as dainty and delightful a heroine as one could wish. The reputation which Miss Crowley gained by her earlier works, A DAUGHTER OF NEW FRANCE, THE HEROINE OF THE STRAIT, and LOVE THRIVES IN WAR, can not fail to be enhanced by this addition. (Little, Brown & Co., Boston. $1.50.)

Frank E. Kellogg is a good teller of tales for boys, and in the volume THE YOUNG EXPRESS AGENT, he has lived well up to his reputation. In his preface the author states that most of the incidents related in the book "actually occurred, and the hardy, jolly band of express and railway employes were real flesh and blood. Just a few changes and alterations in their make-up."

Any boy will find a great deal to interest him in the various experiences of the young agent, some were very funny—such as Harry's attempt to hold an escaped bull by the tail—and some called for all the grit and sand which a lad could be expected to show, as in the attempt at a hold-up which Harry's coolness foiled. The illustrations are furnished by J. W. Kennedy, and are adequate for their purpose. (Dana Estes & Co., Boston.)

"'HANG ON, SON; TAIL HOLT IS A GOOD ONE.'"

From "The Young Express Agent."
Published by Dana Estes & Co.

Possibly historical novels would not be held in such suspicion by careful readers if they more generally funished such a fine picture of the periods they represent as AN EXPRESS OF '76 does of the life in New York during the Revolution. Not only has Mr. Lindley Murray Hubbard given us a fine view of the times, but he has placed in this appropriate setting fine portraits of Washington, Franklin, Burr, Hamilton, Putnam, and other illustrious men. The pictures and portraits, while they reveal careful study, do not detract in any way from the telling of a most interesting tale. The love affair of Lieutenant Hubbard, which furnishes the plot of the story, is well handled. Altogether it is a well-told and interesting story. (Little, Brown & Co., Boston. $1.50.)

"The suddenly rich man," says President Eliot, of Harvard, "finds that the presumptions are all against him, and the public even is open to the prosecuting attorney, but shut to the defense." Dr. Eliot has studied this problem of GREAT RICHES in an attitude of calm inquiry and quiet judgment. He has noted the obligations, as well as the powers of the moneyed class; the praise which is due to the creators of honest wealth, and the need of publicity as a safeguard to business. In the care of health we are told that the very rich have certain indisputable advantages, but that they also suffer from peculiar exposure to the diseases consequent on luxury and ennui. Lord Roseberry pointed out that this freedom to spend money in case of sickness, or accident is the chief advantage of the rich over the poor.

President Eliot says that a wise rich man may escape all these perils of luxury if he keep himself in good physical condition by outdoor sports. "He may do as the Duke of Wellington is said to have habitually done—provide elaborate French dishes for his guests at dinner and himself eat two plain chops and a boiled potato. The book contains many terse, quotable sentences, and is optimistic in tone. (Thomas Y. Crowell & Co., New York. 75 cents, net. Flexible leather, $1.50, net.)

AMERICAN CHARACTER, by Professor Brander Matthews, was written in response to a criticism made by a French journalist to Tolstoi, that "the ambition of the American's heart, the passion of his life, is money. . . . The Americans ignore the arts; they despise disinterested beauty." Altho dissenting from this opinion, Tolstoi expressed no surprise at it, which would indicate that this view of the American people is frequently voiced abroad. Without passion or prejudice, Professor Matthews has set himself honestly to the analysis of our national traits, and the result is a faithful estimate, worthy of general attention and careful consideration. He says that while we are proud of our country, we need not be vain about it. "Indeed," he adds, "it would be difficult for the most patriotic of us to find any satisfaction in the figure of the typical American which apparently exists in the minds of most Europeans, and which seems to be a composite photograph of the backwoodsman of Cooper, the negro of Mrs. Stowe, and the Mississippi River folk of Mark Twain, modified, perhaps, by more vivid memoirs of Buffalo Bill's Wild West." He states that "there is no reason for alarm or for apology so long as our shopkeeping does not cramp our muscle or curb our spirit. Merely to have money does not greatly delight the Americans . . what does delight him unceasingly is the fun of making it." In Thoreau, he tells us, we can find an emphatic declaration of the latest doctrines of the simple life, and he quotes Agassiz—the best of Americans—who declined a large sum to give a course of lectures, on the ground that he had no time to make money. (Printed from special type at Merrymount Press, Thomas Y. Crowell & Co., New York. 12mo. 75 cents. Flexible leather, boxed, $1.50, net. Postage, 8 cents additional.)

ENGLISH SPELLING SIMPLIFIED is the title of a little book giving a history of the reformed spelling movement up to date.

An idea of the scope of the work may be gained from glancing over the table of contents. The headings included are: Shall America head in Reformed Spelling; English Spelling Simplified; Forms Used in English Literature; Rules for Reformed Spelling; President Roosevelt's Letter to the Public Printer; A Statement About Simplified Spelling; List of 300 Words Approved by President Roosevelt; List of 3,500 Amended Spellings Recommended by the Philological Society.

The frontispiece has the portraits of President Roosevelt, Professor Bander Matthews, Mark Twain, and Andrew Carnegie. (Laird & Lee, Chicago.)

Harriet T. Comstock, in THE QUEEN'S HOSTAGE, takes us back to the later years of Queen Elizabeth. It is a period of plots and counter-plots, centering about the person of the Queen. She has become suspicious of almost every one around her, and in this state mistakes a real friend for an enemy. The resultant situations furnish abundant material for the romantic tale of love and adventure which Mrs. Comstock has woven about her characters. Lord Ronald, of Rathven, the hero, is held as hostage of his father's loyalty, but at last proves his own great loyalty, and thru a service of great self-sacrifice is at last shown in his true colors.

Aside from the main story the description of the strolling band of players, the runaway visit to the old Globe Theater, and other like incidents, furnish an interesting glimpse of the England of "good Queen Bess." The book calls to mind Mrs. Comstock's earlier success, TOWER AND THRONE, and possesses much of its fascination. (Little, Brown & Co., Boston. $1.50.)

From "The Queen's Hostage" by Harriet T. Comstock.
Little, Brown & Co., Publishers, Boston.

Dr. Orison Swett Marden's practical books on success in life have been translated as far even as Japan. They have received endorsement from presidents and crowned heads. As editor of Success, he is daily exerting a wide influence. His latest book, EVERY MAN A KING, OR MIGHT IN MIND MASTERING, is a powerful plea for the mastery of self and the training of the talent forces to the highest ends. Here are some of the suggestive chapter headings: "How Mind Rules the Body," "Our Worst Enemy is Fear," "Thought Causes Health and Disease," "Mastering our Moods," "Negative Creeds Paralyze," "How Thinking Brings Success." To quote from the opening chapter: "Considering that mind governs everything in our world, its force has been singularly neglected and misunderstood. . . . It has been treated as something unalterable, a tool that could be used, if one were born with genius. . . . The possibilities of thought-training are infinite, its consequences eternal. There can be no more important study, no higher duty owed to ourselves and those about us, than this." And under "Cheerful Thinking," he says, "The ability to radiate sunshine is a greater power than beauty, than mere mental accomplishment." As to "Negative Creeds," he adds, "There is no science in the world which will bring a thing to you while your thought repels it. . . . No man can pass his self-imposed bounds or limitations. He must throw all negative suggestions to the wind." The "Coming Man," he optimistically declares, "Will be so much master of his thought that he will be able to make himself one great magnet for attracting only those things which will add to his prosperity and enhance his happiness." Read this book thoughtfully and see if some of your own imaginary ills will not slip away from you. (Thomas Y. Crowell & Co., New York. Cloth, net, $2.00. Postage, 10 cents additional.)

THE TENTING OF THE TILLICUMS, by Herbert Bashford, is a rattling good camping story of the days when Tacoma was still a village. Tillicums is an Indian word meaning friends.

Four boys set forth across Puget Sound in a row-boat well stocked with supplies. Their outing was strenuous and exciting. It is a personal experience, written with enthusiasm and swing. There are numerous descriptions of scenery along the Sound, and also not a little natural history. (Illustrated by Charles Copeland. Thomas Y. Crowell. 12mo. 75 cents.)

List of Catalogs Received.

Holy Cross Bulletin—Entrance Requirements.
University of Chicago Press—Catalog of Publications.
Ohio University Bulletin.
Queen & Co., Philadelphia, Pa., catalog electrical and scientific apparatus.
J. B. Lippincott Co., Among the New Fall Books.
Moores Hill College, Semi-Centennial Catalog.
G. P. Putnam's Sons Autumn Announcements.
L. C. Page & Co., Holiday Bulletin for 1906.
Houghton, Mifflin & Co., Holiday Bulletin, 1906-1907.
Prairie View State Normal and Industrial College (for Colored Youths), Waller County, Texas.—Annual Catalog, 1906-7.
Thomwell Orphanage—Thirty-first Annual Report.
Houghton, Mifflin & Co., The Riverside Bulletin, with Autumn announcements.
Thomas Y. Crowell & Company's New Books.
Alfred Bartlett—A Catalog of Publications, 1906.
Little, Brown & Co., Holiday Books and New Publications, 1906-7.

The past, present and future of Hood's Sarsaparilla are: It has cured, it is curing, it will cure.

"'WATCHING HIS CHANCE, DANIEL WENT UP TO HER.'"

From "Minute Boys of the Wyoming Valley"
Dana Estes & Co., Publishers.

The Educational Outlook.

State Superintendent-elect, Francis G. Blair, was appointed by Governor Deneen, of Illinois, to fill the unexpired term of Mr. Bayliss, who resigned his position on December 1.

The Educational Association of Newark, N. J., at its recent meeting was addressed by Miss Julia Richman, a District Superintendent of Schools in New York City, on the teachers' need of social life.

"There is nothing more narrowing," said Miss Richman, "than teaching—teaching all day long under the most difficult circumstances and uncongenial environment. The majority of the teachers come from humble homes, and often have to live in fourth-class boarding-houses, as it is necessary to help the home fund, and they have absolutely no knowledge whatever of social life. This in itself is bound to make them become narrower and narrower as the years go by."

It is expected that a great impetus to the movement for higher salaries for teachers will be given by the discussion of the subject at the meeting of the State Teachers' Association at Syracuse, N. Y., during the Christmas holidays.

Reports on the relation between teachers' salaries and the cost of living to-day, as compared with conditions twenty years ago will be submitted to the members of the Association.

The prevailing sentiment of those present with regard to the subject will be considered by those who are most active in the movement as indicative of the best method of starting a formal campaign.

Needs of Delinquents.

Miss Mary C. Roche, a lawyer of Fall River, Mass., recently addressed the Women's Educational and Industrial Society of that city on the "Care of Delinquent Children."

The speaker urged the necessity of a home school where such children, more often unfortunate in their home surroundings than naturally vicious, could be cared for, prevented from following the path upon which they had started, and shown the comfort and pleasure of a better way of living.

One of Miss Roche's most telling arguments was that the jail and kindred institutions inspire a fear of getting caught, not a fear of evil-doing or a desire for improvement.

Philadelphia Budget.

The Philadelphia Board of Education has prepared its budget for 1907. This totals $6,244,472 as compared with $6,070,282 for 1906.

By the provisions of the Act of April 22, 1905, for reorganization of the school system, the fund is raised by an appropriation of five mills on each dollar of the total assessment of realty located in each school district.

The following are some of the important items: Salaries of principals, assistant teachers, engineers, and janitors, $4,021,000; purchase of sites and new school buildings, $678,472; alterations and repairs, $350,000; salaries of superintendent and assistants, $237,500; books, stationery, and other supplies; evening schools, $90,000; teachers' retirement fund, $50,000.

Rhodes Scholars at Oxford.

The London *Times* makes the following interesting comments on the position of the Rhodes scholars in the University life at Oxford.

"The great majority of academic distinctions have been achieved by Colonial students. The Americans, in spite of their greater numbers, failed to keep up with them, probably because the prospect of coming to Oxford for study appeals less to American students and the competition is less keen.

"From the athletic point of view, however, the Americans more than hold their own this year. P. M. Young won both high jumps at the University sports, H. E. Sutton won the three-mile race; W. E. Schutt was second in the mile race, while A. M. Stevens successfully put the weight and threw the hammer.

"The colonies took no prominent part in sports, except South Africa, which provided half the strength of the University Rugby team of 1906.

"As regards college life the experience has been quite sufficient to dissipate all doubts that were first entertained as to how the new elements would assimilate with the old. In a few colleges the Rhodes scholars may possibly tend to keep together, especially the Americans, but not more so than the Etonians or the Harrow men. In the majority of cases they become completely absorbed in the ordinary body of the undergraduates. This applies also to the German students, who, however, are practically excluded from scholastic distinction by their shorter period of residence, and from athletic distinction by the general character of their previous education."

In the Hands of Reformers.

Bishop Samuel Fallows, at a recent meeting in Occidental Hall, Chicago, made some remarkable statements about the distribution of wealth and its relation to the education of the future citizens of State and nation. The Bishop said in part:

"Estates worth $1,000,000 should be taxed fifty per cent. for the benefit of the public schools. After a man's wealth increases beyond $1,000,000 he should be assessed in proportion to the increase. The estates of billionaires should pay ninety per cent. Then we should have more revenue and better schools.

"In the last three years estates worth $250,000,000 have been left, and $200,000,000 of that amount should have been given to the public educational system."

Other speakers at this meeting were School Trustees of the anti-Cooley faction, who bitterly assailed the present system of promoting teachers.

In the course of his address Trustee Post, said:

"We have no merit system now in the public schools. It is a system where pull and drag can be used. Our investigation of the records has not convinced us that pull has not been used. The superintendent practically has the power of appointment, promotion, and dismissal of teachers and can make himself a power in city politics."

Another meeting recently held in Chicago, where the school question played a prominent part, was that of the Congregational ministers. At this meeting School Trustees White and Post had a lively tilt over a charge made by the former that the latter was attempting to "fool, befuddle, and deceive the public" with talks about "autocracy and democracy and like phrases."

Mr. White said that if the so-called Post promotional plan was adopted "pull and politics" would, within a year, be administering the school affairs of Chicago.

Another expression of feeling upon the school question was given in an open letter sent out by ex-members of the School Board. In this letter the Post report was declared a menace to the "integrity of the school," and indorsed Superintendent Cooley as "entirely right in the pending controversy."

To Help Poor Children.

The School Children's Aid Society of Chicago recently held a meeting in the Haven School of that city, to map out its winter's work.

It expects this winter to distribute at least 4,000 pairs of shoes and an equal number of garments to destitute and needy school children.

Orders for distribution are made out by a teacher in the name of the child applicant, signed by the principal of the school, and then approved by the president of the Society, Mrs. Edward Browne. By this method aid is given only to those in real need. It is a splendid work, most efficiently conducted.

Unification.

The Public School Principals' Association of Newark, N. J., was addressed at its November meeting by District Supt. Darwin L. Bardwell, of the Borough of Richmond, New York City.

Dr. Bardwell's subject was "Unifying a School System." He said in part:

"There is a great need of a course of study which shall be sufficiently specific to produce results; to enable teachers and principals to teach with economy of time and effort without wandering into bypaths and notions which may appeal to the individual, but are not fundamental to all. At the same time, the course should have sufficient latitude, so that it may be practical in a rural or semi-rural school, where a teacher has two or more grades to teach at the same time.

"There is also the necessity of recognizing a minimum standard of attainment in various grades thruout the entire system, including both big and little schools. In modern cities there is a great deal of moving of families from place to place, consequently the children are constantly going from one school to another, making it very necessary that there should be sufficient uniformity in the system so that, when a child goes from one district to another he will find a group of children doing practically the same work that he was doing in the school which he left, and that he can continue his work where he left off.

"The superintendent and the supervisors should work with the principal, not under or over him. Where the principal of a school is inclined to object to the introduction of new ideas it is better to go slowly, and to gain his co-operation than to force it on him. If the principal is honest and the supervisor has something that is really good, and if they work together in that way, they are sure to come to some good."

Compulsion.

A test case of the Compulsory Education Law recently came up in Philadelphia.

A clergyman refused to send his nine-year-old daughter to school, and was arrested and fined two dollars and costs. The defense offered was that the child was receiving private instruction.

"The whole matter rests," said Magistrate Gorman, "on the interpretation of the clause 'legally qualified governess or private teacher.' To my mind, that means not merely one able to teach but one answering to a rule adopted by the School Board. This case will serve to make clear an obscure clause of the law."

University Teachers.

The Association of American Universities recently held a most successful conference at Cambridge, Mass. The Association at present numbers fifteen of the leading universities on its enrollment. Each university may send as

many delegates as it desires, but is entitled to but one vote.

The members of the Association were represented at the conference just closed by the following delegates:

University of California, President B. I. Wheeler; Catholic University of America, Professor H. Hyvernat; University of Chicago, Professor A. W. Small; Clark University, President G. S. Hall, President C. D. Wright (collegiate department); Columbia University, Professor M. Smith, Professor W. H. Carpenter; Cornell University, President J. G. Schurman; Harvard University, President C. W. Eliot, Professor C. H. Haskins; Johns Hopkins University, President I. Remsen; Leland Stanford Junior University, President G. S. Jordan, Professor N. Abbot; University of Michigan, Professor H. B. Hutchins; University of Pennsylvania, Professor J. H. Penniman, Professor C. G. Child; Princeton University, Professor A. F. West, Professor W. F. Magie, Professor H. D. Thompson; University of Virginia, Professor T. W. Page; University of Wisconsin, President C. H. Van Hise, Professor G. C. Comstock. The Carnegie Institution, altho not a member of the Association, will be represented by its president, Dr. R. S. Woodward. Yale has not as yet announced a delegate in place of President Hadley, withdrawn.

One of the most tangible results accomplished by the Association is the foreign recognition of the work of American universities. Thus the University of Berlin will now accept graduate work done at one of the universities belonging to the Association as the equivalent of work of similar character done at Berlin, and will consider the Baccalaureate degree from any one of these institutions as equal to the German "testimonium maturatis." Like recognition is also accorded by the Dutch universities.

The first session of the conference considered the question of "The Appointment and Obligations of Graduate Fellows." Papers were read by Professor G. Stanley Hall, of Clark University, and Professor G. C. Comstock, of the University of Wisconsin, followed by a general discussion. The topic of the afternoon session was "The Exemption of Educational Institutions from Taxation." Papers were read by President Eliot, of Harvard University, and Professor J. W. Page, of the University of Virginia.

Pennsylvania's Needs.

The advance sheets of the annual report of State Superintendent of Instruction, Nathaniel C. Shaeffer, of Pennsylvania, have just appeared. In this report Dr. Shaeffer calls attention to the various needs of the schools of that State, and points out the decrease in appropriation for educational purposes as compared with the increased number of pupils: in 1895 there were 1,070,612 pupils in the public schools and the State gave $5,500,000 toward the support of the schools; in 1905 there were 1,209,000 pupils, and the amount contributed by the State was $5,212,500.

"Unless the compensation of teachers can be materially advanced it will be impossible to keep the schools up to the high standard which they have attained.

"The need of providing for teachers in old age is keenly felt in all our cities. Cities like New York and Philadelphia have provided a retirement fund for superannuated teachers; and if it is at all possible the Legislature should take steps to make similar action possible in the school districts which belong to the second, third, and fourth class. If retirement funds for firemen, designed to promote greater efficiency in the service, are constitutional, it is also legitimate for the State to make similar provision for teachers, with a view to the improvement of the service."

Ireland and Her Schools.

P. Shelley O'Ryan, of the Chicago Board of Education, recently spoke before the Chicago Normal School on "Picturesque Ireland." In the course of his address Mr. O'Ryan said that Ireland had given to the world the first system of free schools.

"The fame of Ireland's schools spread to the ends of the earth, and Erin, long known as 'the land of song' became the 'island of sages and scholars.'" He said: "This was at the end of the fifth century and the beginning of the sixth. Rome had fallen. The proud empire of the Caesars was in the dust. This was the world's darkest hour.

"The savage hordes that had come down from the Northlands, like an angry flood, had deluged Europe. Nothing of the ideal, nothing of the intellectual survived. Everywhere it was black midnight.

"In Ireland alone the sacred lamp of learning burned brightly and hopefully. Schools flourished in every valley and in every mountain glen. The fame of Ireland as a center of learning became world-wide. Thither flocked the youth of all lands. They were given not only education, but welome and a home."

Manual Training for Columbus.

The Board of Education of Columbus, Ohio, is investigating with great care the subject of manual training, with a view to establishing a course in the schools of that city. A committee composed of Supt. J. A. Shawan, Dr. W. O. Thompson, John L. Trauger, M. E. Swanson, and Charles S. Means, recently visited Louisville, St. Louis, and Indianapolis, and thoroly inspected the arrangements made in these cities for carrying on the work. The Committee was especially impressed with the work in Indianapolis, where there is a manual training high school on which over $300,000 has been spent, and which is practically complete in its thoroness and in the variety of courses offered.

In St. Louis, the McKinley Manual Training High School interested the Committee not alone on account of its courses but also on account of the success with which a lunch room providing five-cent lunches for the pupils has been operated.

The members of the Committee are very anxious that other gentlemen on the Board shall visit at least one of these schools before any decisive action is taken.

Truants.

The subject of truancy from the New York schools is being more generally discussed than ever before. Over 140,000 cases were investigated last year by the authorities. Of these many were, of course, repetitions, but there were found to be not far from 10,000 truants in New York City.

The principals, realizing that the truant frequently not only loses the opportunity of becoming a useful citizen, but very often is led into actually criminal habits, have begun a movement to seek the aid of the city magistrates in overcoming the evil.

With this end in view a meeting was held at which the principals, the Board of Superintendents, and the magistrates of the city were represented. A pamphlet is to be prepared by the principals stating the facts in the case and calling the attention of all interested in the matter to the necessity of united action, if the problem is to be successfully dealt with.

Lunches in Cleveland.

The question is being discussed in Cleveland, Ohio, of providing a regular lunch hour for the pupils of the public schools.

The pupils, and many of the teachers are strongly in favor of such a system. They claim that they can do better work when allowed this privilege, but whether the special committee of the Board of Education, to which the matter has been referred, will see the matter in this light remains to be seen.

In the West High School a system has been adopted which seems to please those affected by it. During the fifteen-minute morning recess a simple lunch of hot soup, hot cocoa, and crackers can be purchased in the basement of the school, or pupils may go there to eat lunches which they have brought with them. A half-hour study period follows the recess, and if the pupils are unable to finish eating during the short recess they may do so in this period.

Of those not in favor of the lunch hour a number base their objection on the lengthening of the session which will be necessary in consequence.

Twentieth Century Schools.

Fassett A. Cotton, State Superintendent of Public Instruction in Indiana, in his October *Bulletin*, writes most interestingly on the subject of Twentieth Century Schools and Teachers. The following paragraphs are selected.

"The demand of the twentieth century is for an education that is practical. It is for an education that will prepare for complete living. There is to be a close relation between school and life, and the school is to do the things that will help boys and girls to find their work in the world. Great changes have come in the industrial world, and new problems in education confront us. A great many men have succeeded hitherto in spite of their training rather than by reason of it."

"If wit and abundance of raw material have made fortunes in the past, intelligent work and an inexhaustible asset are to furnish comfortable competencies in the future. But everybody must work and must work intelligently, because in the future these competencies will have to be earned, and earned in the sweat of the face."

Recent Deaths.

The announcement of the death of Miss Kate E. Hogan, of Public School No. 58, Manhattan, will be felt most keenly, not alone by her personal friends, but by those who knew the work which she was accomplishing for her profession thru the agency of the Interborough Women Teachers' Association.

Miss Hogan was foremost among the starters of the movement for equal pay for equal work, and when it took definite shape in the formation of the Association, she was elected the first president. What Miss Hogan accomplished in the office of president is evident not only to the members of the Association but to all who have watched the steadily growing recognition of the justice of the claims made. Her heart was in her work, and she believed in doing everything possible to raise the standard and position of the profession.

Vice-president Anna Goessling has called a special meeting of the Association to be held in the City College on Saturday morning, December 8, at 10:30.

Prof. William H. Chandler, head of the Department of Chemistry in Lehigh University, died on November 22, after a short illness. Professor Chandler was born in 1841, and was graduated from Union College at the age of twenty-one. In 1868 he gave up an active business career and became instructor in the Columbia School of Mines, leaving there in 1871, to go to Lehigh, where he remained until his death.

Twice during his connection with Lehigh he was chosen as acting president. It was under his supervision that the fine chemical laboratory of the University was erected. His well-known "Encyclopedia of Universal Knowledge" was published in 1898.

In and About New York City.

The following reappointments and appointments have been made by Mayor McClellan, to take effect January 1, 1907: Manhattan—Commissioners D. J. McDonald, C. J. Sullivan, Randolph Guggenheimer, and Frank L. Polk, reappointed. Brooklyn—Horace E. Dresser, appointed to succeed Frank ↘ Babbott; Thomas M. Delaney, reappointed. The Bronx—Commissioner Frank D. Wilsey, reappointed. Richmond—Arthur Hollick, appointed to succeed Samuel M. Dix. Queens—R. B. Thomas, appointed to succeed James A. Renwick.

The requests of a number of teachers' associations and similar organizations that the public schools be closed on December 24 was reported on unfavorably by the Committee on Elementary Schools and this report adopted by the Board.

The Board, by amending its by-laws, made it possible in the future for holders of a kindergarten license to teach in the first six years of the elementary school course. Formerly this license permitted them to teach only in the first years.

Joseph A. Gillet, of the Normal College, has announced an examination for eligibility to the position of instructor in the department of German to be held on December 27, and 28, at 9 A. M., in the library of the College, Park Avenue and Sixty-eighth Street.

The requirements are as follows: Teaching Experience—Three years' class experience in college or high school grades.

Scope—Literature, grammar, translation, composition in German, and German history.

Age Limit—The age limit is forty years. The position carries a salary of $2,000, with an annual increase of $100 up to a maximum of $2,500.

The reports of principals for the month of October showed an increase in registration of 23,739 over October, 1905, with a decrease of 994 in the number of part-time pupils. The total registration for the month was 597,324; 574,002 in the elementary schools, 21,701 in the high schools; 1,465 in the training schools, and 156 in truant schools.

Miss Olive M. Jones, Principal of Public School No. 120, situated on Broome Street, has secured the arrest of two boys charged with teaching pupils of this school to pick pockets, and in other ways, incite them to crime.

The truant officers of New York City are seeking an advance of salary, and the Committee on Special Schools has the matter under advisement at present.

The official figures for attendance at the thirty evening recreation centers, during the first two weeks of the season of 1906-1907, total 131,121. It is a good showing, and justifies the Board of Education in the step it took in opening the centers two weeks earlier than had been planned.

The Trustees of the Normal College of the City of New York have decided to try to have the retirement law so amended as to make it possible for members of the Faculty to be retired after twenty years' service if physically or mentally incapacitated.

Professor Eugene Aubert, of the French department was retired. The retirement was to take effect on Feb. 1, 1907.

An organ recital was given by Clarence Eddy, at the Morris High School, One Hundred and Sixty-sixth Street and Jackson Avenue, the Bronx, at the installation of the new pipe-organ in that school. The Morris High School, according to a statement of Principal Denby, is the first school in Manhattan or the Bronx to possess such an instrument.

Opposed to Consolidation.

The Executive Committee of the Associate Alumnae of the Normal College of New York City, a body whose interest in the welfare of the College, and whose understanding of the questions involved should give weight to their opinion, have recently expressed the feeling of the Alumnae of that institution with regard to the proposed union with the College of the City of New York in the following set of resolutions:

"*Resolved*, That tho we recognize the desirability of placing the higher educational institutions of this city in a more logical relation to one another and to the general system, we are strongly opposed to any plan of consolidation which includes one or more of the following objectionable features:

"First—Loss of the autonomy of the Normal College.

"Second—Abolition of the separate office of president of the Normal College.

"Third—Abolition of the preparatory school of the Normal College before it has been shown that the supply of pupils entering from the city high schools is sufficient for the needs of the College.

"Fourth—Co-education in any phase, or even the contact necessitated by the occupation of buildings on the same campus.

"Fifth—The invalidation of the Normal College degree (which has just been placed on a secure basis) by the adoption of a course of study acceptable to the regents as leading to the A. B. degree."

The adoption of these resolutions was carried by a large majority.

Opposed to Simplified Spelling.

On November 28 the Board of Education considered the report of opposing the adoption in the New York schools of the list of three hundred words proposed by the Simplified Spelling Board. Commissioner Greene, a member of the Committee making the report, sought to offer an amendment, stating that "In taking this action the Board does not wish to be understood as passing upon the question of the desirability of simplification of spelling in the abstract." The motion was characterized by some as an attempt to 'straddle' a question which should be met fairly and squarely on its merits alone. Mr. Abraham Stern summed up the situation as follows:

"Each of us has a right to spell as he pleases, and we are not called upon to put ourselves on record as to the use of the words or not. If we believe that simplified spelling should not be introduced into the schools let us say so, and not qualify our action. If we do say so, the public will be satisfied and you can each spell as you please."

City Superintendent Maxwell explained that it was not the wish of the superintendents to force any child in the schools to use the simplified forms; but they merely wished that children should not have words spelled in the shorter forms marked as incorrect.

Dr. Maxwell advanced a strong argument in opposition to the defenders of the old forms, who claim that violence would be done to the etomology of the language by the proposed changes, when he pointed out that the present form of many words originated with the Dutch compositors, who were brought into England by the early English printers. These men were not familiar with the language and frequently spelled words as they sounded to them. He reviewed some of the well-known anomalies of our spelling, where either the same sound was represented by a different arrangement of letters as in *proceed* and *intercede*, or where a similar arrangement of letters represented entirely different sounds, as in *fine* and *marine*.

The strongest argument, however, which Dr. Maxwell adduced, was the time saved in the child's education, which he stated would be from two to three years; and this would be of especial importance in New York, where thousands of children of foreign parentage were in the schools. In closing, he declared that it was his belief that English would one day become the great world language, and for this reason it was all-important that the language should be as simple and logical as possible.

Mr. Jonas replied to a statement that most of the teachers were in favor of the change, by saying that he had been almost deluged by letters from teachers and principals expressing their pleasure at the stand taken by the Committee.

The roll call showed that the motion to amend the Committee's report had been lost by a vote of thirty-two to four; the resolution proper was then adopted by acclamation.

Changes.

The Board approved a large number of appointments, transfers, and promotions. The following is a list of the promotions:

DAY HIGH SCHOOLS.

From the position of junior teacher to that of assistant teacher—John A. Swenson, mathematics, Boys'; J. Raymond Carter, drawing, Commerce; Mary Sullivan, mathematics, Eastern District.

From the position of assistant teacher to that of first assistant—Willard R. Pyle, physics and chemistry, Morris; Frederick Z. Lewis, biology, Boys'; Daniel D. Feldman, mathematics, Erasmus Hall.

ELEMENTARY DAY SCHOOLS.

From Schedule III. to Schedule IV.—Manhattan, Miriam R. Wood, 32 B.; Bessie Roberts, 68 G. Brooklyn—Rose B. Granger, 15; Nellie P. Leo, 31; Susie Robinson. 114; Helen M. Smith, 127; Catherine M. Secor, 147 G.

The following retirements were also approved:

Manhattan, Mary E. Parsons, P. S. 27; Eliza A. Taylor, 49; Lizzie Dooner, 44; Theresa M. Redding, 109; Anna Peterson, 16; Elizabeth A. Keeman, 188; Julia Clemons, 140; Emeline Miller, 124; Margaretta Culbert, 33; Lizzie I. Neal, 171; Isabella La Forge, 38; Clara Eva Betker, 184; Myra Townsend, 78; Amy Madeline Hough, 166. Bronx—William T. Traud (Principal) P. S. 2; Eleanor Ford, 10. Brooklyn—Mary B. Crowley, P. S. 9; Cecilia A. Gardiner, 3; Isabella Bertrand, 35.

Panics Averted.

The presence of mind of the principals and janitors of two New York City schools prevented what might have been serious panics.

A six-story tenement house at No. 26 Norfolk Street, recently caught fire, an hour's work on the part of the firemen being required to extinguish it. When the fire was discovered a tenant rushed across the street to the fire box on the wall of Public School No. 75, with the intention of turning in an alarm. Janitor Philip Windecker, who was on hand, knowing the danger of a panic in the school, directed the man to the next fire-box. Principal Frederick Berghane saw the fire from a window and immediately ordered the shades pulled down thruout the school. The routine work was carried on as usual without the 1,500 pupils' suspecting what was going on in the street below.

Principal John F. Roberts, of Public

School No. 62, Norfolk and Hester Streets, adopted similar methods with his 3,500 pupils. The janitor of this building had to close the school gates in the faces of a dozen anxious mothers who had come to see whether their children were safe.

Children to be Cataloged.

The fact that the present school census, which is being taken with such difficulty, will in the course of a half year become practically useless for reference thru the constant moving of families from one part of the city to another, has led to discussion of plans for keeping track of every child of school age in the city. Associate City Superintendent Shallow has suggested that a card catalog system be employed to record the movements of the school population.

By requiring property owners to report all school children living on their property, this card system could be kept constantly up to date, and would be invaluable in determining where new buildings are most needed and other questions of the kind with which the Board of Education is constantly confronted.

Women's Salaries.

The battle-cry of the Interborough Women Teachers' Association of New York, has not met with a very hearty echo from the Schoolmaster's Club. At a Club dinner recently held at the Hotel St. Denis, the prevailing sentiment of those at least who expressed themselves, was hostile to an equalization of salaries. The reason advanced for taking this stand was that the women were not seeking equal pay for equal work, but equal pay for the same positions.

The evening, however, was not spent in opposing the Association in its efforts to improve the condition of the women teaching in our public schools. Mr. Alfred Mosely was present and spoke of the impression made upon him by American schools and American educators.

Principal Conroy, of Public School No. 179, expressed the hope that an "American Mosely" would arise to lead our educators over sea to examine foreign school systems.

Maxwell Tests.

The "Maxwell tests" for the mid-year graduation from the high schools of New York City will be conducted on the following schedule.

January 14, 9 A. M. to 12 M., English; 1 P M. to 3 P. M., elementary Latin; 3 P. M. to 4:40 P. M., physiography.

January 15, 9 A. M. to 10:30 A. M., algebra; 10:40 A. M. to 12:10 P. M., botany; 1 P. M. to 2:30 P. M., elementary German; 2:40 P. M. to 3:40 P. M., intermediate German; 3:50 P. M. to 5:20 P. M., advanced German.

January 16, 9 A. M. to 10:30 A. M., geometry; 10:40 A. M. to 12:10 P. M., drawing; 1 P. M. to 2:30 P. M., elementary French; 2:40 P. M. to 3:40 P. M., intermediate French; 3:50 to 5:20 P. M., advanced French.

January 17, 9 A. M. to 10:30 A. M., physics; 10:40 A. M. to 12:10 P. M., chemistry; 1 P. M. to 2:30 P. M., intermediate Latin; 2:40 P. M. to 4:10 P. M., advanced Latin and economics.

January 18, 9 A. M. to 12 M., advanced mathematics; 9 A. M. to 10:30 A. M., elementary Greek and elementary Spanish; 10:40 A. M. to 12:10 P. M., advanced Greek and advanced Spanish; 1 P. M. to 3 P. M., medieval and modern history; history and civics; 3:10 P. M. to 4:40 P. M., zoölogy and physiology.

The New York State Examinations Board has been unable to get its affairs in hand sufficiently to give the January examinations, but hope by June to be able to take charge of the examinations to be held at that time.

Salaries of Teachers-in-Charge.

The by-laws of the Board of Education of New York City provide that teachers not holding a principal's license may be appointed as teachers-in-charge of schools of less than twelve classes. In a number of instances schools have grown beyond this limit and the teachers-in-charge have been supported by the courts in their claim for the rank and pay of principals.

Women who have taken the steps necessary to become eligible for the position of principal are naturally indignant at having these positions filled by those who have not gained the right to promotion.

Chairman Abraham Stern and his associates of the Committee on Elementary schools to which complaint was made, seem to regard the stand taken by the women on the eligible list as perfectly justifiable.

School for Crippled Children.

The officials who have recently made an investigation of the School for Crippled children, which some time ago came under the control of the Board of Education, were highly gratified by the work being done.

The school comprises the grades from 1 A to 4 A. Miss Evelyn Goldsmith, who was formerly connected with the kindergartens in the public schools of New York City, is the principal.

The Directors of the school provide for the transportation of the pupils, and supply a hot lunch and the services of a trained nurse.

Classes for Defectives.

The following by-laws have been adopted by the Board of Education of New York City, relative to the government of its new established department for the education of defective children.

"The principal of each school shall report to the inspector of ungraded classes the name of every child reported as mentally defective by a teacher, by the director of physical training, or by a physician of the Department of Health. The inspector of ungraded classes, assisted by a member of the physical training staff, who shall be a physician, shall examine each and every child proposed for admission to or removal from an ungraded class. The inspector of ungraded classes shall make such examination of the child's mental power as will indicate the kind of school work best suited to his needs. The said member of the physical training staff shall make such physical and mental examination of the child presented as will show the child's condition with regard to specific disease or defect; he shall examine each child in an ungraded class as often as may be required by the city superintendent, and shall immediately report to him the results of such examinations.

"No child shall be admitted to or removed from an ungraded class without the approval in writing of the inspector of ungraded class or the permission of the Board of Superintendents."

This department has been formed from nearly a half hundred classes for such children, which have been organized and carried on successfully for the past few years. The first step toward this organization was taken last year, when Miss Elizabeth Farrell was appointed inspector of these ungraded classes. The number of children who need special instruction is variously estimated from six thousand to twelve thousand.

By-laws were also passed to provide opportunities for the teachers connected with these classes to obtain leave of absence in order to attend schools offering training in this special line of work.

The Thomas Hunter Association

OF GRAMMAR SCHOOL 35, AT ITS TENTH ANNUAL REUNION, TO MRS. ANDREW J. WHITESIDE AND HER SONS AND DAUGHTERS.

This reunion is the first we have ever held without Mr. Whiteside. As a boy, he attended Grammar School 35. As a man, he taught there for some years. Some of us were his schoolmates; many of us his pupils; all of us have been his friends for many years.

We cannot assemble this evening, as is our custom each November, without feeling that we share in your bereavement. Every one of our meetings, whether of the Executive Committee or of the general body, has been benefited by his generous co-operation and comradeship. Every one of us remembers him as the warmest in welcome. At every encounter, his was the swiftest memory to overleap the years in unfailing affectionate recognition. He was the one man of us all to be hailed most heartily. No reunion would have been complete without him. No feast ever ended without a special cheer for him.

This, our first meeting since he left us, affords each of us the opportunity and the privilege, at a moment when he seems especially near to us, to unite in sending you this message of friendship which endeavors to express our love of him, our sense of loss, our heartfelt sympathy with each of you.

The sublime consolations and assurances of your faith have been fitly spoken to you and have brought peace to your stricken hearts; and now, as men of his working world, may we venture, with full hearts, to send into your quiet and shadowed home our testimony to his greatheartedness and worth.

Thousands walking the city's crowded ways, and devoting themselves to its activities, are better men and women, better workers and doers and patriots, because he lived among them, taught them, and wrought upon them at their most plastic and impressionable age. They form the true and living monument of Andrew Whiteside.

The old Scandinavian warriors rose at their feasts and drank "Hail!" to their comrades whose unconquered souls had leaped from their bodies on the battlefield to sit at table with the high gods. So we, gathered again because of loyalty to the traditions of his and our old School, find it a great and solemn pleasure to recall him as he sat among us—best comrade, best loved, best lover of us all.

To-night, his comrades-in-arms resting for a little space from the battle of life—a company whose ranks shall close up ever and again as the years pass, but which can receive no reinforcement—we sing the old songs and tell our stories of the dear old days. To-night his great and genial spirit is above and among us, lord of the feast of our hearts. By the morning we shall have scattered again, each to his place in camp and field, but, before we part, we send to the door of his home this cluster of names, a wreath not of funeral flowers but of Memory's unfading green, not for his grave, but to hang on the walls that shelter his loved ones. May it speak of life and not of death, and testify in his house and before his children of his great heart, his magnanimous and gallant spirit, his manly character, his spotless, laborious, nobly beneficent life.

THOMAS HUNTER, Honorary Member.
LEWIS SAYRE BURCHARD, President.
JAMES MCGREGOR SMITH, Vice-Pres.
FRED. R. FORTMEYER, Secretary.
CHARLES D. GRAHAM, Treasurer.
DEWITT J. SELIGMAN, Historian.
EUGENE H. CONKLIN, Chairman Executive Committee, and all the members of the Executive Committee and nearly two hundred members of the Association.

Here and There.

Under the auspices of the Women Teachers' Association of Buffalo, Dr. Edward Howard Griggs is delivering a series of lectures on "The Divine Comedy of Dante." Dr. Griggs' subject for November 27 was "The Inferno"; for December 4, "The Purgatorio"; for December 11, "Two Types of Paradise"; and for December 18, "The Paradiso and the Beatific Vision."

The Teachers' Institute of Lancaster County, Pa., not long since closed one of the most successful meetings in its history. Many questions of importance to the educational future of the State were discussed. Among these the following subjects received special attention: The extent to which child-labor exists thruout the State; the justice of teachers' pensions; the importance of extending the benefits of the township high school to all the high schools in the State; the need of a State Inspector of High Schools to secure more uniform and efficient work in these schools. The last point they determined to bring before the Lancaster County members of the Legislature for the purpose of securing support for a law establishing such an office.

The recent amendment to the by-laws of the New York City Board of Education, making the average attendance in November the basis for the apportionment of school supplies is justly resented by many of the principals. They claim that, while the average attendance at the schools may be from twelve to fifteen per cent. below the registration, there must be sufficient supplies on hand to care for all the pupils when they do attend.

Apportionment is made on a two dollar and twenty cent per capita basis for grammar schools, and one dollar for primary schools, a reduction, therefore, of from twelve to fifteen per cent. would considerably restrict the principal in securing supplies.

A number of the principals desire to have the Board reconsider the matter, and to secure either a return to the former method or an increased per capita allowance sufficient to make up the amount to its former proportions.

William A. Stecher, who has come from Indianapolis, Ind., to take charge of the new course in physical culture to be started in Philadelphia, will conduct a series of competitive examinations, during December, to secure assistants. The Board of Education has created ten of these positions with an annual salary of $1,000 each.

At its recent meeting the Central Ohio Teachers' Association elected the following officers:

President, W. H. Meck, Dayton; Vice-presidents, Elizabeth O'Grady, Lancaster, and Frances Odlin, Greenville; Secretary, Mrs. A. C. Dickerman, Delaware, and members of the Executive Committee H. R. McVay, Sidney; U. S. Brant, Columbus, and J. D. Simpkins, Newark.

The speakers for the final session were: Dr. N. C. Shaeffer, of Pennsylvania, President of the National Educational Association, and Dr. Edwin Hughes, President of Depauw University.

Not long ago Mrs. Russell Sage gave $50,000 towards the erection of a new high school building at Sag Harbor, L. I. The local Board of Education found that $2,200 more would be necessary to procure a suitable site for the proposed building, and wrote to Mrs. Sage to inquire if that sum might be taken from her gift. Her reply was a check for the amount needed.

A German society which has recently been organized to embrace all German societies in Lackawanna County, Pa., recently requested the Board of Education to enforce the law which requires that calisthenics be a part of the daily curriculum. The law was passed in 1903, and fixes the penality for its violation the withholding of the State appropriation. The Society indicated its earnestness in the matter by attaching a copy of this law to the request. The Board also received a request presented thru Otto J. Robinson for a night school for Polish-speaking residents. The question was referred to Mr. Robinson with power to act.

Grafters.

The "genus grafter" was the subject of an address by Dr. Frederick A. Cleveland, of the New York University School of Commerce at a dinner of the Schoolmen of New York City at the Hotel St. Denis, on November 24.

Dr. Cleveland, after discussing the conditions most favorable to "graft," urged publicity as the most effective method of rooting it out. Associate Superintendent Edson concurred in this opinion.

Dr. J. P. Haney advocated travel for teachers as a means of acquiring breadth of view, and suggested that teachers, after getting their names upon the principals' eligible list should spend a year traveling.

In Montclair.

At a recent meeting of the Board of Education of Montclair, N. J., a member of the Committee on New Buildings announced that plans which are now being prepared for a new school building for Upper Montclair would be ready by the next meeting of the Board.

Superintendent Spaulding reported that there were 3,105 pupils in the day schools with an average attendance of 2,649.

Miss Washburn, principal of the evening schools, submitted her report, showing that there were ninety pupils enrolled at Maple Avenue, sixty-one at Chestnut Street, and ninety-four at the High School.

The following appointments were made: Miss Grace English, secretary to Miss Eldridge, supervisor of primary work; Miss Bessie Weathersby, a teacher in the Maple Avenue School; and Miss Ethel R. Walker as a substitute teacher.

Technical Schools for Canada.

At a dinner recently given in Montreal by the Canadian Manufacturers Association to their retiring president, Mr. Ballantyne, Premier Gouin, of Quebec, responded to the toast, "Provincial Legislatures." After paying a glowing tribute to Mr. Ballantyne, Mr. Gouin said that he had noticed with pleasure the interest which the Association took in mechanical Schools. He went on to speak of the need of establishing such schools thruout the dominion.

"I acknowledge, we all acknowledge, the necessity of the immediate development of such schools in our province and the whole country."

After speaking of the remarkable development of these schools in Germany and Belgium he gave the following figures as indicative of the effects of this branch of education.

"During the last fifteen years," he continued, "British exports have increased twenty-six per cent. and those of France twenty-seven per cent., while those of Belgium, the country in which commercial education is exuberant, have mounted to fifty-two per cent., and those of Germany, the country "par excellence" of education, to seventy-one per cent.

"That is to say, the commercial struggle between the nations, as pacific as it may be, is really as important as that fought on the fields of battle. Indeed, it may be asserted that in this, as in all cases, victory belongs to the one which best arms itself for the fight, or, in reality, to the most educated. As Jules Simon said: 'The people who have the best schools are the first among peoples: if they are not so already, they will become so before long.'"

In referring to an action which the Association had taken in the hope of promoting this branch of education, Mr. Gouin said: "You have asked us, gentlemen, you have asked the Government of the Province of Quebec and the Governments of all the Provinces of the Dominion to create and multiply technical schools in our country. I am happy to tell you that the Government of Quebec is prepared to do its large share in this national work. Let me in return ask for your co-operation."

Discussion of Salaries.

The mere fact that the subject of teachers' salaries is being constantly discussed indicates a growing realization of the utter inadequacy of the compensation at present paid to the profession. This was the principal topic of discussion at a meeting of the Optima Club held in Brooklyn on November 17.

President Lyman A. Best, of the Brooklyn Teachers Association, District Superintendent Grace Strachan, Mrs. Silas Leveridge, Miss Ellen T. O'Brien, and Miss Emily Lichtenstein, all expressed themselves as deeply interested in the subject, and strongly in favor of a method for securing proper recognition for the services of teachers.

Mr. Best showed his sympathy for the fight which the Interborough Women Teachers' Association is making for equal pay for equal work, when he stated that a position should carry certain salary whether filled by a man or woman. Mr. Best's long experience enabled him to draw some interesting comparisons between the work of men and women in the schools, and the women certainly did not suffer in the process.

The editor of a New York medical journal says: Antikamnia tablets have been used with very favorable results in headache, neuralgia, influenza, and various nerve disorders. No family should be without a few tablets of this wonderful pain reliever. Two tablets for an adult is the proper dose. They can be obtained in any quantity from your family drug store.

Economy

Is a strong point with Hood's Sarsaparilla. A bottle lasts longer and does more good than any other. It is the only medicine of which can truly be said 100 DOSES ONE DOLLAR

"Tit Bits."

Susie had tried the teacher's patience sorely, and when the latter looked up and saw the little girl eating toffee, with her feet sprawling into the aisle, she said:

"Susie Ambler, take that toffee out of your mouth and put your feet in!"

A Parish minister met some time ago a prominent member of his congregation a publican by trade, who, while engaged in the cellar of his shop a day or two previously, had accidentally become immersed in a barrel of liquor, wherefrom, owing to his extreme corpulence, he was rescued with difficulty, and commenced to condole with him on his unfortunate experience.

"You must have felt very uncomfortable indeed in such a painful situation," observed the cleric.

"Och! no," was the cheery reply, "I wis in the verra best o' speerits."

An Irishman looking for work took his stand in a group at the gate of a large engineering establishment. By-and-bye the foreman came up to the gate and asked:

"Are there any drillers, here?"

"Yes," said Pat, stepping forward.

He got the job at once, but he had not been working long at the machine when it broke down. The foreman, in anything but a pleasant mood, then inquired:

"Where, man, did you learn drilling?"

"In the Militia," was Pat's reply.

The Ostrich's Mistake.

A trained ostrich recently disconcerted its exhibitor at a music-hall by continually endeavoring to break away from all restraint and to climb over the footlights into the orchestra.

The widely-advertised act came to a sudden end, and the professor emerged from behind the curtain and apologized for the actions of his pet in about these words:

"Lydies and gentlemen,—Hi ham very sorry to disappoint you this hevening. We are compelled to cease our hengagement until the management hengages a new horchestra leader.

"The one at present hemployed 'ere 'as no 'air on top of 'is 'ead, and my bird takes it for a hegg."

Willie's Question.

Little Willie's sister was being baptized. Everything went well until Willie happened to catch a glimpse of the water in the font, when he began peering about anxiously, and finally exclaimed in a piping voice, audible to the whole congregation: "Where's the soap?"

—December *Lippincott's.*

A Strange Dearth of Boys.

[From the London *Mail.*]

The village of Toppesfield, which has a population of five hundred and seventy, has during the last ten years become noted on account of the small percentage of boys born there. While there are now ninety-three girls attending the parish schools the boys number only eleven. Last year only two boys were born in the village. The medical officer for the district has no explanation to give, but the idea prevails in the district that the local water supply is in some way accountable. The parish is a purely agricultural one, and there are misgivings as to the future supply of labor for the farms. In consequence of the great preponderance of girls in the village school the Essex Education Committee is contemplating the substitution of a schoolmistress for the present schoolmaster.

Dustless Schoolroom Floors

When it is considered that circulating dust carries and spreads diseases such as Tuberculosis, Typhoid Fever, Asiatic Cholera, Erysipelas, Diphtheria, Yellow Fever, Pneumonia, and many others, the value of a floor dressing which will preclude circulation of dust in schoolrooms will be appreciated.

STANDARD FLOOR DRESSING

is laying the dust in schoolrooms and public buildings everywhere, and is giving great satisfaction. Exhaustive tests show that the amount of circulating dust is reduced *eleven-twelfths* wherever it is used.

Not only does Standard Floor Dressing prevent the circulation of dust but it also preserves the flooring and reduces to a minimum the amount of labor necessary to keep the floors clean. It saves its own cost many times over. Three or four applications a year give best results. Patented **Standard Oiler** makes process of application easy and economical. Sold by the barrel and in cans of varying capacity by dealers generally.

In order that you may personally judge of the merits of Standard Floor Dressing we will apply it without charge to the floor of one room.

Testimonials and interesting reports from medical authorities on "Dust and its Dangers" furnished upon request.

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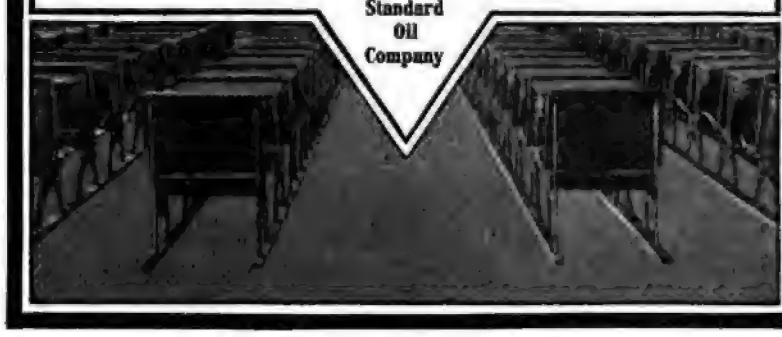

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ASSETS	$40,082,953	SURPLUS	$3,366,374
LIABILITIES	36,716,579	INSURANCE IN FORCE	195,059,250

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DEATH CLAIMS . . $39,750,572 ENDOWMENTS MATURED . . $4,847,531
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Policyholders received in Annual Dividends during 1905, $1,012,177

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By the author of GRADED LESSONS IN ARITHMETIC, one of the most successful series ever published. Contains numerous examples in all topics taught in Grammar Schools, including work in the equation for pupils who have taken algebra in an elementary way. A notably strong book in this direction. Used very extensively.

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THOMAS M. BALLIET, Dean.

NEW YORK, Aug. 16, 1906.

Lectures for Schools

"Lowell the Poet"
"Music Myths and Legends"

For terms apply to
Miss Wildman, 1729 Vine Street, PHILADELPHIA

Worthy Charities.

The Bowery Mission Bread Line is a worthy charitable enterprise. It is now in its fourth year. Every morning, at one o'clock, during the winter months, one thousand homeless and destitute men and boys are provided with a breakfast of hot coffee and rolls. The "line" again form at Thanksgiving, midnight, and will continue to Easter morning, 1907. Last year 144,000 were assisted. The directors of the Bowery Mission have appointed Mr. John C. Earl, of 222 Bible House, New York City, as financial secretary, succeeding Dr. Simon Trenwith, lately deceased.

A grand concert, euchre, and Christmas dance will be given Monday evening, December 17, at the Waldorf-Astoria, for the benefit of St. John's Long Island City hospital. There will be handsome prizes for non-players as well as for the players. Many school people are interested, among them Prin. John D. Melville, Miss Monica Ryan (principal No. 83, Long Island City), and Miss Elizabeth C. O'Rourke (principal No. 32, Manhattan). Prin. Henry J. Heidenis, of Manhattan, is general manager of the euchre. Prin. John F. Quigley, of Long Island City, is chairman of the box committee.

Tickets for the euchre can be secured at the hospital, or at the Waldorf-Astoria; also of Francis J. Hogan, 271 Broadway, or George C. Field, University Publishing Company, 27-29 West Twenty-third Street.

A Little Mixed.

The following is an interesting extract from a recent circular: "Church Missionary Society, Medical Mission, Yedz, Persia. . . . The hospitals are now, thanks to God's blessing on our work, so crowded as to be very unsanitary, and the Women's Hospital is totally unsuitable for its purpose."

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The Dictionary Habit.

The publishers of "Webster's International Dictionary" have just issued a handsome thirty-two page booklet on the use of the dictionary. Sherwin Cody, well known as a writer and authority on English grammar and composition, is the author. The booklet contains seven lessons for systematically acquiring the dictionary habit. While it is primarily intended for teachers and school principals, the general reader will find much of interest and value. A copy will be sent gratis, to any one who addresses the firm, G. & C. Merriam Company, Springfield, Mass.

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

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OSSIAN LANG, Editor.

Industrial Training and Co-Education

In his latest message to Congress President Roosevelt speaks with characteristic emphasis of the need of extending industrial training in the common schools. Boys and girls who are trained "merely in literary accomplishment" he says are rendered either unfit for industrial work or reluctant to go into it. "This is a tendency," declares the President, "which should be strenuously combated." The movement for strenuously combating limitation of the schools to literary programs is well under way. On November 16 the National Society for the Promotion of Industrial Education effected a permanent organization in New York City at Cooper Union. Its objects are to bring prominently to public attention the importance of industrial education as a factor in the industrial development of the United States; to provide opportunities for the study and discussion of the various phases of the problem; to make available thru publications the results of experience of industrial education both in this country and abroad; and to assist in other desirable ways towards the establishment of institutions for industrial training.

The mistake that will have to be guarded against in the introduction of industrial training is that the course does not confine itself too much to masculine pursuits, especially in the high schools. The arts of home-management and the care of children and invalids are well worthy of careful consideration. The girls are entitled to practical training in these matters. The work done by the Manhattan Trade School for Girls, under the constructive leadership of Mrs. Woolman, and the Washington Irving High School of New York City, under the principalship of Mr. McAndrew, supported by Superintendent Maxwell, is suggestive of the sort of development most needed at present.

This matter naturally brings up again the old question of the desirability of co-education in high schools and colleges. Chicago University decided quite recently upon a definite segregation of the sexes in the college. There seems to be no longer any doubt that co-education beyond the elementary schools entails more loss than gain to the individual pupils. As the importance of training for motherhood is becoming more recognized by a progressive civilization, the question will be seen in a clearer light than has been the case in the past.

The confusing claims made for "character formation" are largely responsible for the prevailing diversity of opinion. The common sense view would probably declare that "character formation" is not the business of the schools at all, that character is an individual matter and will take care of itself more largely than pedagogical wisdom can contrive.

Co-education appears to be chiefly a temperamental question. It is a good thing for some people and hard for the others. According as one sees the good or the harm, one either advocates or opposes it. Furthermore, it is a financial question. Co-education is less expensive than the other kind of education, and so there are more advocates raised up in its favor.

Industrial training, aside from infusing a new spirit in school work, is bound in its development to reveal the most sensible standpoint from which to judge the educational needs of young people.

A remarkable "Social Education Congress" was recently held in Boston. It emphasized anew the great thought for which America is indebted to Prof. John Dewey, of Columbia University, that "all education proceeds by the participation of the individual in the social consciousness of the race," that "education is the fundamental method of social progress and reform." In the past education has been too largely regarded as the bringing up of self-sufficient individuals—"harmonious development of powers," character formation, etc. Now the industrial and social relationships are to receive more adequate attention. The Congress at Boston shows that the new gospel is understood, and will soon spread over the land, defining anew to the schools the specific purposes they must serve.

THE SCHOOL JOURNAL will publish next week several of the most important papers presented at this Congress.

Lilliputamian Regulations.

Lilliputamia is a type, and so a few examples of the Board's regulations may be interesting. All teachers are required to enter their names on entering the school on a time sheet, giving the minute of arrival. If they are more than ten minutes late they lose the pay for that particular day. This does not mean that they are permitted to go home. If they are absent they must pay besides for a substitute. Last year a heavy snow storm crippled all traffic, and many teachers were unable to get to their schools. The magnitude of the problem of how to exercise mercy toward the malefactors and still uphold the by-laws which represent the sublimate of the wisdom of all of Lilliputamia's Board, occupied three long sessions. It was finally decided that the teachers should pay only a nominal fee of five cents each,

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Each teacher is required to fill out at least seven reports per day, which, after being carefully examined and approved by the principals and stamped with the superintendent's seal, must be filed where every trustee can have access to them. The superintendent must keep all letters coming to him relating to the appointment of teachers, and other matters bearing upon school affairs, and each month have copies made for every member of the School Board. Miss Addams did object at one time, that the copying of all the letters twenty-nine times, so that each member might have a copy, was "foolish." The statement caused consternation, and the wisdom of the former trustees who had established the rule was promptly approved by "a vote of confidence."

The women teachers must not wear shortened skirts in rainy weather; must never talk to any man near their own age, except the family relation be no further distant than first cousin, or he be the superior official in the system; they must not go to the theater, nor play cards, nor play any but hymn tunes on Sunday; their hair must be parted in the middle; their shoes must have low heels; when walking in the street they must not "gape about them," etc.; etc.

The principals are required to pay proper obeisance to any trustee who may drop in to inspect the school. One principal was suspended until it could be established by an official investigation that he had intended no slight when he failed to invite Mr. Verdigris to make an address to the pupils on a recent visit.

Disagreement with any member of the Board or any by-law thereof is stamped as disloyalty. A conference of principals last month agreed to petition the Board to reduce their purely clerical work, in order to give them more time for the performance of their educational duties. They called attention to the utter uselessness of many of the reports required by law. The committee to whom the principals' petition was referred stated that "they [the principals] have committed false report; moreover, they have spoken untruths; secondarily, they are slanderers; sixth and lastly, they have verified unjust things; and, to conclude, they are lying knaves."

The Boston election of members for the School Board is being carried on in a spirit that is not at all reassuring to those who have at heart the educational cause. Mrs. Duff appears to be especially violent in her attacks upon Chairman Storrow and Mr. Ellis, making reckless charges of various sorts. Nor does she hestiate to use fractional particularism to aid her in her canvass. One peculiar charge raised by her against Mr. Storrow is that in spite of his pledge to have Irish history taught in the Boston schools, "there is only one copy of Johnson's History of Ireland in each grammar school in the city of Boston to-day." Is it then absolutely necessary that Johnson's History of Ireland must be placed in the hands of every pupil in the Boston schools? Can Irish history be taught in no other way? Is a text-book to take the place of the teacher? Is Johnson's book the only source from which information concerning the development of Ireland can be drawn? Mrs. Duff's point of view is peculiar. The failure to invest a large portion of the funds available for education in Boston in the purchase of at least 20,000 copies of Johnson's History of Ireland prompts her to say that "it is the most atrocious piece of deception and cheating Irishmen that has ever been perpetrated in Boston educational work." The spirit of Mrs. Duff's campaign is alien to that broad and generous attitude toward a great problem which should characterize persons charged with the care of the common school interests of a great city.

The splendid work which Dr. Martin G. Brumbaugh, superintendent of the schools of Philadelphia, is doing to broaden the influence of the schools, and to make of them one of the most beneficent social forces in the community, is well exemplified in a petition which he recently presented to the Elementary Schools Committee. The petition requested that the Agnew School, located at Eleventh and Cherry Streets, be opened every night as a meeting place for the parents and children of the neighborhood. The Committee approved the petition, and the school will be opened in the evenings after January 1, for the purpose of furnishing healthy recreation and harmless amusement for children, and a convenient and comfortable meeting place for their parents.

The importance of this plan in itself, and as an indication of a general movement to make the fullest possible use of the school buildings and equipment for the improvement of social conditions in the community can best be appreciated by those familiar with such experiments in other cities—for instance, the recreation centers in New York.

The outlook is bright for the success of Dr. Brumbaugh's experiment, and it will no doubt be extended to other schools.

The petition was formally presented by Prin. Katherine A. Lacey, thru the district superintendent. A Philadelphia paper, in remarking upon Dr. Brumbaugh's action, says: "Dr. Brumbaugh's policy is to consider the development of the child, and let the tables and chairs take care of themselves."

Rayen School, at Youngstown, O.; Wells L. Griswold, principal, has an enrollment of 647, of which number 48.4 per cent. are boys. How is this for a record?

Education in Russia.

M. Kauffman, Minister of Education in Russia, in his plan for the reform of the schools of that country, provides for the abandonment of the old police, who did everything in their power to hinder the spread of elementary education. His plan recommends that the central government shall in every way aid and promote the schools established by the Zemstvos or other local authorities, and shall assume the payment of a minimum salary to the teachers employed. He also desires to increase the number and efficiency of the normal schools.

One part of the plan, which shows a most commendable liberality and breadth of view, is the provision that the non-Russian population may be taught in their mother tongue, on condition that Russian history and geography be taught in Russian. It is the hope of M. Kauffman that this plan may help to solve the great problem of his country's future.

American Music.

A few years ago a New England society gave a gold medal for music to fit "America," which should be distinctively American music and replace the English melody of "God Save the King." Has there ever been any serious effort, well-planned and systematically carried out, to bring the new music into use? Could you not induce such an effort in the schools thru your journal?

I believe that the new music ought to be used, as it is well adapted to the words, contains excellent harmony, and is in march time, a characteristic which is singularly lacking in our national music. Above all, it gives us "America" to American music.

Very truly yours,

Kingston, N. Y. W. B. KELSEY.

Mr. Roosevelt on Educational Needs.

From the President's Message to Congress.

It would be impossible to overstate (tho it is, of course, difficult quantitatively to measure) the effect upon a nation's growth to greatness of what may be called organized patriotism, which necessarily includes the substitution of a national feeling for mere local pride; with as a resultant a high ambition for the whole country.

No country can develop its whole strength so long as the parts which make up the whole each put a feeling of loyalty to the part above the feeling of loyalty to the whole. This is true of sections, and it is just as true of classes.

The industrial and agricultural classes must work together; capitalists and wage-workers must work together, if the best work of which the country is capable is to be done.

It is probable that a thoroly efficient system of education comes next to the influence of patriotism in bringing about national success of this kind. Our federal form of government, so fruitful of advantage to our people in certain ways, in other ways undoubtedly limits our national effectiveness.

It is not possible, for instance, for the national government to take the lead in technical industrial education, to see that the public school system of this country develops on all its technical, industrial, scientific and commercial sides. This must be left primarily to the several States.

Nevertheless, the national Government has control of the schools of the District of Columbia, and it should see that these schools promote and encourage the fullest development of the scholars in both commercial and industrial training.

The commercial training should in one of its branches deal with foreign trade. The industrial training is even more important. It should be one of our prime objects as a nation, as far as feasible, constantly to work toward putting the mechanic, the wage-worker, who works with his hands, on a higher plane of efficiency and regard, so as to increase his effectiveness in the economical world, and the dignity, the remuneration, and the power of his position in the social world.

Unfortunate Tendency in Some Schools.

Unfortunately, at present the effect of some of the work in the public schools is in the exactly opposite direction. If boys and girls are trained merely in literary accomplishments, to the total exclusion of industrial, manual, and technical training, the tendency is to unfit them for industrial work, and to make them reluctant to go into it, or unfitted to do well if they do go into it.

This is a tendency which should be strenuously combated. Our industrial development depends largely upon technical education, including in this term all industrial education, from that which fits a man to be a good mechanic, a good carpenter, or blacksmith, to that which fits a man to do the greatest engineering feat. The skilled mechanic, the skilled workman, can best become such by technical industrial education.

The far-reaching usefulness of institutes of technology and schools of mines or of engineering is now universally acknowledged, and no less far-reaching is the effect of a good building or mechanical trades school, a textile, or watchmaking, or engraving school. All such training must develop not only manual dexterity, but industrial intelligence.

In international rivalry this country does not have to fear the competition of pauper labor as much as it has to fear the educated labor of specially trained competitors; and we should have the education of the hand, eye, and brain which will fit us to meet such competition.

In every possible way we should help the wage-worker who toils with his hands and who must (we hope in a constantly increasing measure) also toil with his brain.

Under the Constitution the national Legislature can do but little of direct importance for his welfare, save where he is engaged in work which permits it to act under the interstate commerce clause of the Constitution; and this is one reason why I so earnestly hope that both the legislative and judicial branches of the Government will construe this clause of the Constitution in the broadest possible manner.

We can, however, in such a matter as industrial training, in such a matter as child labor and factory laws, set an example to the States by enacting the most advanced legislation that can wisely be enacted for the District of Columbia.

Coming Meetings.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26, 27, 28.—New Jersey State Teachers' Association, at Atlantic City.

December 26, 27, 28.—South Dakota Educational Association will have its 25th Annual Session at Sioux Falls.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

December—during holiday week.—Washington Educational Association will be held in Bellingham, Wash.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis.

December 27-29.—State Teachers' Association will meet at Milwaukee. Lectures will be held in the evening of the first and second days of the meeting.

December 27-30.—Southern Educational Association will meet at Montgomery, Ala.

December 27, 28, 29.—Idaho State Teachers' Association will meet at Boise.

December 26-27—Eleventh Annual Meeting of the New York State Science Teachers' Association will be held at Teachers College, New York City.

The Carnegie Foundation for the Advancement of Teaching.

RULES FOR GRANTING OF RETIRING ALLOWANCES.

The aim of the founder in the incorporation of this Foundation is clearly expressed in the Act of Incorporation passed by the Congress of the United States, and approved by the President.

This aim is there stated to be the foundation of an agency to provide retiring allowances for teachers in the universities, colleges, and technical schools of the three English-speaking countries of North America, and to serve the cause of higher education by advancing and dignifying the profession of the teacher in these higher institutions of learning. By the terms of the Act of Incorporation sectarian institutions are excluded from the benefits of the Foundation. Consideration of the question of the admission of State institutions has been deferred until some experience has been had in the actual administration of the trust.

EDUCATIONAL STANDARD.

The term college is used to designate, in the United States, Canada, and Newfoundland, institutions varying so widely in entrance requirements, standards of instruction, and facilities for work, that for the purposes of this Foundation, it is necessary to use, at least for the present, some arbitrary definition of that term. The following definition, now in use under the revised ordinances of the State of New York, will be employed for the purposes of this Foundation:

"An institution to be ranked as a college, must have at least six (6) professors giving their entire time to college and university work, a course of four full years in liberal arts and sciences, and should require for admission, not less than the usual four years of academic or high school preparation, or its equivalent, in addition to the pre-academic or grammar school studies."

A technical school, to be eligible, must have entrance and graduation requirements equivalent to those of the college, and must offer courses in pure and applied science of equivalent grade.

To be ranked as a college an institution must have a productive endowment of not less than two hundred thousand dollars.

SECTARIAN LIMITATION.

Institutions of learning will be recognized as eligible to the benefits of this Foundation, so far as sectarianism is involved, under the following conditions:

1. Universities, colleges, and technical schools of requisite academic grade, not owned or controlled by a religious organization, and whose acts of incorporation or charters specifically provide that no denominational or sectarian test shall be applied in the choice of trustees, officers, or teachers, nor in the admission of students.

2. In the cases of institutions not owned or controlled by a religious organization, and in which no specific statement concerning denominational tests is made in the charters or acts of incorporation, the trustees of such institutions shall be asked to certify by a resolution to the trustees of The Carnegie Foundation for the Advancement of Teaching, that, notwithstanding the lack of specific prohibition in the charter, "no denominational test is imposed in the choice of trustees, officers, or teachers, or in the admission of students, nor are distinctly denominational tenets or doctrines taught to the students." Upon the passage of such resolution by the governing bodies of such institutions, they may be recognized as entitled to the benefits of The Carnegie Foundation for the Advancement of Teaching, so far as considerations of sectarian control are concerned.

RECOGNITION OF INSTITUTIONS.

Institutions of higher learning, whether universities, colleges, or technical schools, whose educational standard is equal to, or higher than, that indicated in the foregoing, and which comply with the conditions regarding sectarian control, may be recognized by the trustees of The Carnegie Foundation for the Advancement of Teaching, as entitled to share in the benefits of the Foundation, and a list of such accepted institutions will be announced. This list will be provisional and to it additions will from time to time be made.

To professors in these institutions the benefits of the Foundation shall be extended thru the institutions themselves; that is to say, once the rules upon which retiring allowances are granted are definitely determined, they shall work automatically, in what might be called normal cases, that is, in cases of old age or long service. Thus if a professor in such an accepted institution has reached the age of X years, or if he has been in the teaching profession for a period of Y years, he would receive his allowance as soon as his institution applied for it. In cases outside of the normal age or service conditions, the recommendation of the accepted institution shall be considered by the trustees of The Carnegie Foundation for the Advancement of Teaching, and action taken upon the individual case, and once a grant has been made, payment will be made as in normal cases, thru the institution.

No institution will be accepted which is so organized that stockholders may participate in its benefits.

RECOGNITION OF INDIVIDUAL PROFESSORS, IN INSTITUTIONS NOT ON THE ACCEPTED LIST.

The Trustees realize that there are able and devoted teachers rendering admirable service to education in institutions which, owing to low entrance requirements, or for other reasons, are considered below the academic grade requisite to entitle them to a place on the accepted list of institutions. Individual professors of merit or of distinguished service in such institutions may be granted retiring allowances, but in such cases the trustees will deal with the individual professor. Such allowances cannot be granted to professors in institutions deemed to be under denominational control.

CONDITIONS FOR THE GRANTING OF NORMAL RETIRING ALLOWANCES.

1. *Age.*—To be eligible to retirement on the ground of age, a teacher must have reached the age of sixty-five and must have been for fifteen years professor in a higher institution of learning. Whether a professor's connection as a teacher with his institution shall cease at an earlier or later age than sixty-five, is a matter solely within the jurisdiction of the professor himself and the authorities of the institution in which he serves.

2. *Long Service.*—To be eligible for retirement on the ground of length of service, a teacher must have had twenty-five years' service as a professor in a higher institution of learning. It is not necessary that the whole of the service shall have been given in accepted colleges, universities, or technical schools.

In no case shall any allowance be paid to a teacher who continues to give the whole or part of his time to the work of teaching, as a member of the instructing staff of a college or technical school.

THE SCALE OF RETIRING ALLOWANCES.

The trustees recognize that a fixed rule limiting the amount of an allowance—such, for instance, as a stated percentage of a professor's salary—cannot be adopted without working a serious hardship in many institutions where salaries are low, and under the best conditions must remain low for many years. They have, therefore, adopted a scale under which a teacher who is receiving a low salary is granted a much higher percentage of his salary than is granted to one receiving a higher salary. Thus, for a salary below sixteen hundred dollars a pension of one thousand dollars, or a sum not to exceed ninety per cent. of the active pay, is granted as a retiring allowance. It is believed that this scale is a more just one to men on small salaries. It could scarcely dignify the calling of the teacher to allot to a professor who had served many years at twelve hundred dollars a year fifty per cent. of his pay, altho that percentage might be a fairly generous allowance in the case of a professor who had been receiving a pay of five thousand dollars.

RULES FOR THE GRANTING OF NORMAL RETIRING ALLOWANCES.

1. A normal retiring allowance is considered to be one awarded to a professor in an accepted university, college, or technical school, on the ground of either age or length of service. The term professor, as here used, is understood to include Presidents, Deans, Professors, Associate Professors, and Assistant Professors, in institutions of higher learning.

2. Retiring allowances shall be granted under the following rules, upon the application of the institution with which the professor is connected, and in the application it should be clearly set forth whether the retiring allowance is recommended on the ground of age or service.

3. In reckoning the amount of the retiring allowance the average salary for the last five years of active service shall be considered the active pay.

4. Any person sixty-five years of age, who has had not less than fifteen years of service as a professor, and who is at the time a professor in an accepted institution, shall be entitled to an annual retiring allowance computed as follows:

(a)—For an active pay of sixteen hundred dollars or less, an allowance of one thousand dollars, provided no retiring allowance shall exceed ninety per cent. of the active pay.

(b)—For an active pay greater than sixteen hundred dollars the retiring allowance shall equal one thousand dollars, increased by fifty dollars for each one hundred dollars of active pay in excess of sixteen hundred dollars.

(c)—No retiring allowance shall exceed three thousand dollars.

5. Any person who has had a service of twenty-five years as a professor, and who is at the time a professor in an accepted institution, shall be entitled to a retiring allowance computed as follows:

(a)—For an active pay of sixteen hundred dollars or less, a retiring allowance of eight hundred dollars, provided that no retiring allowance shall exceed eighty per cent. of the active pay.

(b)—For an active pay greater than sixteen hundred dollars the retiring allowance shall equal eight hundred dollars, increased by forty dollars for each one hundred dollars of active pay in excess of sixteen hundred dollars.

(c)—For each additional year of service above twenty-five, the retiring allowance shall be increased by one per cent. of the active pay.

(d)—No retiring allowance shall exceed three thousand dollars.

6. Any person who has been ten years the wife of a professor in actual service may receive during her widowhood one-half of the allowance to which her husband would have been entitled.

7. In the preceding rules, years of leave of absence are to be counted as years of service, but not exceeding one year in seven. Librarians, registrars, recorders, and administrative officers of long tenure, whose salaries may be classed with those of professors and assistant professors, are considered eligible to the benefits of a retiring allowance.

8. Teachers in the professional departments of universities whose principal work is outside the profession of teaching are not included.

9. The benefits of the Foundation shall not be available to those whose active service ceased before April 16, 1905, the date of Mr. Carnegie's original letter to the trustees.

10. The Carnegie Foundation for the Advancement of Teaching retains the power to alter these rules in such manner as experience may indicate as desirable for the benefit of the whole body of teachers.

Approved by the Trustees, April 9, 1906.

Directed Home Reading in Grade 9,

At Milton, Mass.

[MISS RUTH B. ELLIOTT, Teacher.]

In placing the following book list before the pupils of grade 9, the objects were to create a love for good literature, to help in laying the foundations for high school English, and to broaden the pupils' outlook upon life. The list was made after talking with the pupils and learning something of the books known by them.

It was requested that each month one book from a group be read. The pupils were also asked to make short oral reports concerning the books read.

A number of books have been reported. In discussing these, the endeavor has been to lead pupils to see that in such books as "Silas Marner" the development of a character stands out most clearly, while "Ivanhoe" gives a series of historic pictures, and the books, of which, perhaps, the Gold Bug is typical, are noted for the cleverness of plot. Every book, of course, requires a different kind of report.

I.
Tom Brown's School Days—Hughes.
Polly Oliver's Problems—Wiggin.
Arthur Bonnicastle—Holland.

II.
Leatherstocking—Cooper.
The Pilot—Cooper.
Last of the Mohicans—Cooper.

III.
House of Seven Gables—Hawthorne.
Uncle Tom's Cabin—Stowe.
Little Women—Alcott.

IV.
The Crisis—Churchill.
Rudder Grange—Stockton.
Being a Boy—Warner.

V.
Window in Thrums—Barrie.
The Oregon Trail—Parkman.
The Lady of the Lake—Scott.

VI.
Lives of the Hunted—Seton.
Wild Animals I Have Known—Seton.
Up from Slavery—Washington.
The Gold Bug—Poe.

VII.
Innocents Abroad—Twain.
The Prince and the Pauper—Twain.
Conquest of Granada—Irving.

VIII.
Ivanhoe—Scott.
Woodstock—Scott.

IX.
Silas Marner—Eliot.
Mill on the Floss, Part I—Eliot.

X.
Oliver Twist—Dickens.
Nicholas Nickleby—Dickens
Old Curiosity Shop—Dickens.

International Exchange of Professors.

Origin of the Plan.

(Editorial comments of the *The Harvard Monthly* on Professor Francke's article, which was printed in THE SCHOOL JOURNAL last week.)

In connection with the leader by Professor Francke in the present issue, it may be well to clear up some of the misconceptions held by outside journals, notably the *American Review of Reviews*, concerning the origin and development of the idea of an international exchange of professors. In an article entitled "America and Germany: An Academic Interchange," by Mr. James H. Canfield, librarian of Columbia University, published in the *Review of Reviews* for December, 1905, the statement is made that "at his official diplomatic reception on New Year's Day, 1904, the German Emperor suggested to the American ambassador in Berlin the desirability of an exchange of professors between German and American universities," and the reader is forced to believe that this was the first public mention of the important matter. President Eliot's report for the year 1904–05, however, states clearly (page 46), that in the spring of 1902 (a year and a half previous to this reception, mentioned by Mr. Canfield), Professor Kuno Francke, of Harvard University, in a meeting called at his suggestion in the Königliche Kunstgewerbe Museum in Berlin "to consider ways and means for bringing about some kind of popular gift to the Harvard Germanic Museum as an appropriate supplement to the gift of the Emperor . . . emphasized the hope that in course of time endowments should be attached to the museum which would make it possible for the University to invite German scholars to give courses of lectures at the museum on German art, literature, and philosophy." Dr. Althoff, the director of the Prussian universities, strongly approved of the undertaking. "Later in the spring," the report continues, "Professor Francke had several conferences with Dr. Althoff which contributed to form in Dr. Althoff's mind the plan for an exchange of professors which two years later was carried into execution." In November, 1904, Dr. Althoff submitted to President Eliot "the draft of an agreement between the University of Berlin and Harvard University concerning the mutual exchange of professors." This Harvard University immediately accepted, and a month later "opened negotiations with the rector of the University of Berlin for the exchange of one Harvard professor for one German professor in the year now current." The exchange was in every way official, arranged by the president of Harvard University, on the one hand, and the rector of Berlin University, on the other, and confirmed for an indefinite period by a formal treaty between the two institutions. The writer of the above-mentioned article, however, was apparently not informed of the transactions which had taken place. He does not once mention them, and recognizes Professor Peabody's activity in Berlin, tho the reference applies as well to the activity of Professor Wendell or Professor Santayana at the University of Paris, only in the words: "We have, at least, one example of the occupant of an American chair lecturing abroad; but," he continues, "nothing was done to meet the definite thought of the Emperor." The latter statement reveals an incredible ignorance of the facts in the case. For Dr. Althoff could, of course, make no arrangements for an interchange of professors without the full permission of the Emperor any more than Dr. Muck, without the Emperor's consent, could engage himself to direct the Boston Symphony Orchestra; and, as we have pointed out above, the transactions between the University of Berlin and Harvard University had been for a year definitely settled, and Professor Peabody was already installed as American visiting professor at Berlin, and Professor Ostwald as German visiting professor at Harvard, at the time the article was written.

Later in the article the writer says: "The authorities at Columbia hope that this is but the first of a number of similar professorships to be established as opportunity and means are afforded." Exchanges with at least one Eastern university and with the University of Paris are projected; "the experiment, however, will begin with the Berlin chair." Here Mr. Canfield, in his partisanship for Columbia University, seems again to have lost sight of the Harvard professorship, already firmly established and in operation.

As Professor Francke remarks in his article, it is gratifying to see other American universities taking up the idea of international exchange of professors. Let us hope that the universities which have since entered the field may find it as productive in the furtherance of amicable relations between the two countries as Harvard has found it. At the same time, however, let credit be given where credit is due: to Dr. Althoff, of Berlin, and Professor Kuno Francke, of Harvard, the originators of the plan.

In the report of President Butler to the trustees of Columbia University, advance sheets of which appeared on November 10, 1906, the existence of the Berlin-Harvard agreement is recognized. President Butler continues: "A personal or institutional exchange of this sort has significance and value of its own, but it seemed clear that something more must be provided for if the full benefit of the interchange of professors was to be gained. What appeared to be most needed in Germany, for example, was a systematic presentation, by authoritative teachers, of the history and institutions of the American people. . . . Public interest in this undertaking has been very great, and properly so, for what is being created is a new force to guide and instruct public opinion in international affairs. The nations of the world are clearly coming into closer sympathy and relationship. . . . The universities, always alert when great public interests and great tendencies are concerned, may lend their powerful aid to the promotion of peace and goodwill between nations by seeing to it that the youth of each is given opportunity to know and to understand the point of view of the people of the others. It is not only as a mere academic interchange that this undertaking is important. It has far-reaching national and international significance."

Thus President Butler conceives the interchange of professors as having a political significance. This, then, represents the attitude of Columbia University. The danger, however, of giving political importance to a purely academic interchange has been shown by the result of Professor Burgess's opening lecture in Berlin. The German people, if not the German Government, regarded the statements made on that occasion as entirely official. In response to the storm of protest aroused by his remarks, the lecturer has declared that he was merely uttering his own opinions. Since these were not those held by the Government or the majority of the people of the United States, he was not interpreting the "point of view" of Americans, but merely his own. He has an undoubted right to do

this, as long as it is clearly understood by both nations that his lectureship is the result of "a mere academic interchange," and not of "far-reaching national and international significance."

Harvard has always insisted, and insists emphatically now, that her agreement with the University of Berlin is a purely academic one. It has no "national or international significance" whatever, save as the activity of German professors in America and of American professors in Germany means to the student bodies of Harvard and Berlin a broadening of vision and a deeper insight. During the period of this activity the visiting professor merges himself with the faculty to which he has been sent. Politically and socially he is in the same position as his temporary colleagues, the resident professors. Harvard hopes as sincerely as any other university that the interchange may be a "powerful aid to the promotion of peace and good will between nations"; but not thru direct reference to the "cementing of international friendship" does Harvard believe that the interchange will fulfill that aim. The immediate importance of it lies in the contributions it will bring to the learning of both countries, in the fellowship it will establish between German and American scholars, and in the further uplifting, at least in the younger of the two nations, of the standard of scholarly achievement.

The Public Schools Athletic League.

By DR. LUTHER HALSEY GULICK.

[Report of a Recent Address.]

When I became director of physical training in the New York City public schools, there was no relation between the Department of Physical Training and athletics in the city, nor was there any organization among those schools that had athletics. There were some individual and other leagues in the elementary schools.

After talking over the matter with Supt. William H. Maxwell, with Gen. George W. Wingate, and James E. Sullivan, it was decided to form a league for the propagation of athletics among the schoolboys of New York City. A Committee on Organization was created, which was composed of these gentlemen, together with President Finley of the College of the City of New York. It was at once decided to hold an athletic meet in Madison Square Garden. This was a great success; over 1,000 boys entered.

The direct object of the league was not merely or mainly to promote athletics among those boys already athletically trained, but to develop a large number of boys who knew nothing about the various sports. To do this it was necessary to get as close as possible to the individual schools. Accordingly it was decided to organize the city into districts, following the same lines as the district divisions of the Board of Education, and to create as far as possible a league within each district, which should look after all local interests. This was done always with the co-operation of the district superintendent. It took us two years to accomplish this, but it was finally done, and these leagues are now operating successfully. They run district meets of all kinds, raise money, and help the individual schools.

There are about 5,000 boys old enough to come into athletics in each district league. There is a meeting of one representative from each district league once per month, to discuss matters of general interest. This is the Elementary Schools Games Committee. The high schools are similarly formed into groups, with a similar system of representation.

One type of work done is class athletics. This engages a larger number of boys than any other sport that we have. The object of the class athletics is to get every member of a class to compete, securing the average performance of the class. Then the best class of the city in an event gets a trophy, to be hung up in its room until the next competition. It is the best scheme yet devised to get hold of the great masses.

The button test is to get a boy to compete against himself. That is, we have different standards for the following grades, but each boy who can pull himself up a certain number of times, run a certain distance in a certain length of time, and can jump a certain distance, gets a bronze button as a certificate of his attainment. Over 30,000 boys competed last year for different buttons.

In addition to these things, we have the regular track and field sports, basketball tournaments of two classes, Socker football, a baseball league with over 100 teams, and so on.

The business men of the city have been exceedingly generous. Trophies aggregating in value to several thousands of dollars have been given to us by such men as A. G. Spalding, Cleveland H. Dodge, the Pratt Bros., of Pratt Institute, Clarence Mackay, Alfred G. Vanderbilt, William H. Maxwell and others. We spent last year in this work $15,000. This money was contributed by men of the city, at the solicitation of a man whom we employ for that purpose.

The various athletic organizations, the clubs, regiments, and other bodies have been good to us in the matter of helping us with officials and grounds.

I regard the essential elements in the successful carrying on of such a scheme as this:

(1) The active and intelligent support of the school men themselves.

(2) The support of the newspapers.

(3) The support of the business men.

But none of these things will succeed without there being somebody in the city who knows the schools and the school situation thoroly, who also knows athletics, who sees the difference between school athletics and athletics of the athletic club, and who understands how to avoid in athletics being run away with by the intense competition spirit.

Music in New York City Schools.

Director Frank R. Rix has published the following outline of music teaching as carried on under his supervision in the New York City schools:

The youngest children begin by singing rote songs with sweetness, interest, and clearness. In the second year there are more songs, the scale intervals are thoroly memorized, and the reading of easy exercises on the blackboard is begun.

In the third year there is reading from books of easy songs and exercises, the recognition of scale tones, and simple rhythms from hearing.

In the fourth year comes reading in nine keys, the use of simple chromatics, the continuation of the ear training and rhythm.

The fifth year adds reading in two parts and the use of more difficult rhythms.

The sixth, seventh, and eighth years find the children singing and reading songs in three parts in major and minor keys and using all chromatics.

All grades have their songs, and, besides the class work, there is more or less singing at the assembly exercises. In many schools the assembly singing is a splendid feature. The quality of the music, of course, varies with different conditions, and the need of more system in the training is felt. This, however, will shortly be corrected by the use of uniform outlines based upon the syllabus. The attitude of the class teachers is remarkable because of their willingness to carry out the daily drill and to teach in the presence of the special teacher and director.

The spirit of cordial co-operation is most marked upon the part of the principals, without whose aid we would be helpless,

Constructive Work as a Preventive of Truancy.

By JAMES P. HANEY, Director of Manual Arts, New York City.

[*Report of Address.*]

A three-day conference on Truancy was held by the Chicago Board of Education last week. Judge Julian W. Mack presided, and many were in attendance from various of the large cities East and West. The occasion of this conference was the plan of the Cook County Commissioners to establish a juvenile court with a detention school under the authority of the Board of Education.

The conference was opened and addressed by Mr. Emil W. Ritter, president of the Board of Education. Later Dr. James P. Haney, Director of the Manual Arts in New York City, spoke on constructive work as a preventive of truancy. Dr. Haney laid special emphasis on the necessity of gaining the active sympathy of the boy in school, and of using to this end forms of manual work which serve to hold him in school, instead of delaying vocational teaching until he has become a confirmed truant and has to be placed in some corrective institution. He said in part:

Manual Training is the best truant officer a school system can employ. All corrective institutions find that their most valuable agent to a boy's reform is some useful form of handicraft. There are countless agents which serve to draw the boy out of school. The Manual Arts are the best bonds to hold him in school. They are even better in prevention than in reform.

Work with tools is natural to every boy, for the constructive instinct is deep laid in his physical make up. While he does such work he is happy. No form of school work gives more pleasure. He learns thru it what President Eliot has so aptly called "the joy of achievement."

The school workshop acts as a load-stone to every lad. It excites his curiosity and kindles his desire to do the things he sees men doing with tools. It shows him the school as a place good to come to and good to stay in. It is rare indeed to find a boy once initiated in hand work who is willing to forfeit the privilege of doing such work. The mere threat to withhold a pupil from his shopwork often acts to turn a restless pupil into an example of obedience, willing to exert himself in the routine work of the school, that he may later set about in the shop to the making of things which he sees are good to use.

We are by degrees learning to differentiate our educational courses to meet the needs of different pupils. Boys are not all the same. Many anxious to work with their hands are unable to follow their brighter companions thru the higher years of the curriculum. Those boys would stay in school if hand work, which is so attractive to them, were offered; as it is, many of them, unable to keep up with their classes, fall behind, become discouraged in their efforts, and disgusted to find themselves with younger pupils. These boys are practically forced out of school. They go to form the rank and file of the truant army.

Nine out of every ten boys who go to the elementary school must later earn their livings with their hands. It is of the utmost importance that hand work be offered to them early. The Manual Arts should form part of the curriculum from the very threshold of the primary class-room. Both the boy and girl must be interested in school from the first day of their attendance. It is a mistake to confine hand work to the upper grades, to delay capturing the pupil's interest until he has become at odds with the school and seeks to escape from its bondage.

The manual work offered should appeal to the pupil as real work. In the school shop it should deal with the making of stable forms, good sized and useful models, not small and petty exercises. The workshop should early give the pupil a vocational view of life. The older boy should use men's tools and see his work as a valuable training for his future life. Wood-work, basketry, chair-caning, and work in cold metal are all good. Work with the simpler machines, with the lathe and gig-saw is especially valuable. Boys delight to deal with things that move and have power. They delight also to make things that move—real wagons, barrows, and sleds, and the like, things which are not toys. Before the boy leaves the elementary school he should know something of half-a-dozen occupations, and should have made a score of useful objects.

Thru all his work he should be shown the value of such practice in the gaining of a livelihood, he should be given a vocational bent, and a strong vocational ambition. Thru well-taught hand work he can gain as in no other way respect for the dexterous mechanic. The boy who has for his ideal the crack workman, will never become a truant.

Until recently it was not possible for a boy to get a vocational training unless he went to the penetentiary for it. The public school is seeking to do what the reform school had to do. Now here and there a school has been established which offers vocational training to the boy who wishes to become an artisan. The near future must show in every city schools of this nature offering preparatory trade training to boys who wish to lead a vocational life. These schools will be real boy-savers. They will act as no reform school can act to prevent truancy.

It is urged by some that manual work is expensive, but it is far better for a city to pay early than late. Late payments show that the city's debt to its future citizens bears an astonishing rate of interest.

In Massachusetts recently the statistics show that the cost of police maintenance has increased in the last fifty years by leaps and bounds. The increase for the police departments of certain cities are many hundredths per cent., while that for the school departments has increased to far less degree. Where in one town it used to cost but six cents a year *per capita* for the town to police itself, it now costs over two dollars *per capita*.

Undoubtedly the necessity for this increase is in part due to the evil actions of those whom the public schools have failed to reach. Far wiser would it have been to have paid some of this money in as capital, deposited in a school plant, aimed specifically to hold boys in school and train them for a vocational life. Such a deposit wherever it is made bears annual coupons in the work of good citizens who add to the wealth of the State instead of hanging on its skirts and sapping its forces as delinquents. If one would help truancy, one must detect the truant early. One must diagnose him from his first errant symptoms. Caught early and given work which appeals to him directly, the chances are good for his cure. It is better to adapt the curriculum to his needs, to alter its classical standards by introducing more of the so-called "Non-essentials—the various forms of hand work—than preserve inviolate the curriculum's trinity of the three R's. The school system which affects to exclude the Manual Arts must later make appropriations to pay the cost of apprehending, dealing, and punishing the boys who are driven, thru lack of interest, out of the schools. What shall it profit a school system or any city that it preserve its ideals of a clerical education and lose the souls of scores of its wards yearly?

The Teaching of Commercial Geography.

By ALBERT GALLOWAY KELLER, Assistant Professor of the Science of Society in Yale University.

"Commercial Geography" is the most common student name for the course which appears in our catalogs under the more cumbrous title of "Physical and Commercial Geography." A sketch of the origin of our activities in this field may serve as a partial explanation of our viewpoints respecting a subject which is commonly taught in a different way.

The germ-course, which constituted our point of departure, was one labeled "Environmental Influences on Man," given in conjunction by a member of the department of Geology and one from that of Anthropology. Our course was given the first year to a very small class, and, as is so often the case, it was the instructors themselves who profited most from the instruction.

At any rate, we became thoroly convinced of the value of a common introductory course to our two departments. It became increasingly clear to us that a study of man in relation to his natural environment lent a welcome human interest to geography and geology; and, conversely, that the study of natural environment in relation with man provided a substratum of hard fact back to which to refer any elaborate theorizing in the field of anthropology and the other social sciences, and history. The natural science side, we felt, was made more human, and the social science side more solid and trustworthy, if they were considered together, and with constant reference from one to the other.

Some of the earliest topics considered by us were: the influences upon the development of civilization, of climate, of flora and fauna, of topography, of the distribution of water, and so on. And, in casting about for some definite and tangible subject around which, for purposes of teaching, to assemble our materials, we hit upon the fact that they all came into a more or less close relation with the development of exchange. For the articles which are carried by the currents of trade are things which man, in his struggle for existence, has learned to derive from nature under the conditions given him; that is to say, they are foods, materials for clothing, etc. The very form and character of the struggle for existence, as revealed in the apparatus and organization of industry, is bound to conform to the condition set by nature. The inhabitant of the Arctic pursues a struggle for existence (and invents an apparatus to aid him in it) which is different in many essential respects from that of the dweller in the hot desert; and both live and work far otherwise than does the inhabitant of the fertile, temperate river-bottom. But the products of the several local areas, owing to their necessarily uneven distribution, already in the remote past began to move from tribe to tribe. The streams of trade, thus constituted, and now grown into world-wide currents, thus afford a sort of index of man's varied fortune in reducing nature, or, rather, in learning natural laws and conforming his life to them. The instances and principles of our original course seemed to emerge in a more suggestive and attractive light when developed in connection with so definite and vital a subject as that of trade—its materials, ways, and history. And so we named our elementary course Physical and Commercial Geography.

It will be observed, from what has been said, that we approached the subject of Commercial Geography from the purely scientific and unpractical side. In this we differed from most of those who have developed subjects of the same or allied names. The more common viewpoint of Commercial Geography is that of the prospective merchant rather than of the physical or social scientist; and the general run of text-books clearly witness to this fact. They contain descriptions and statistics of trade, arranged for the most part by countries, and obviously calculated to show the relations between political units rather than those existing between natural or physiographical divisions of the earth. One of the normal tendencies of such arrangement, it may be noted, is to lend support to the already too popular notion that trade is a thing dependent, as to its nature and course, upon the manipulation of man; that it is determined in these respects by human policies rather than by *the inter-play of natural forces*. To this narrow view we were led, by training and viewpoint, to offer opposition.

Some of the regular text-books have recognized, it is true, the controlling conditions of physical nature; they contain prefaces, mostly perfunctory, setting forth general observations as to the influence of climate, topography, and so on. But, in our experience, such introductory remarks bore little fruit, not being followed up and reiterated at the proper and apt occasion, that is to say, while the actual descriptions and statistics were being presented. What we have done, therefore, has been to supply, regularly and untiringly, often doubtless with an insistence painful and even revolting to our students, the general principles back to which the facts of their daily text-book assignments could be referred.

To some of these general principles we shall presently come. But before we could do much with general considerations, we found ourselves confronted by the hard reality that our students knew little or nothing about physical geography; and not only that, but that they did not know the old-fashioned geography which pedagogs now gone to their well-merited rest had forced into the heads of preceding generations. One student, for example, was authority for the precarious statement that St. Petersburg was the center of a flourishing tobacco production. We pursued this clue. We found that he had casually read "Petersburg" upon his canister of tobacco, but had not chanced to notice the abbreviation "Va." after it. Now, we like the type of student who can thus focus his available stock of information; the quality of bluff, like that of mercy, droppeth like the gentle dew from heaven; but we don't like either to be strained. We wish to reserve the loftiest flights of the creative imagination for larger game.

I need not stop to inquire the why of this medieval lack of geographical knowledge; we always suspected that it was due to the invasion of the short-and-pleasant-cut-to-knowledge-system which became popular in America, if I am not mistaken, about the time that these hopefuls of ours were in kindergarten. We inferred that Alphonse had not been crudely and unpsychologically required to bound the State of Ohio, for example; but had been, in the midst of a series of diverting and edifying impressions—during the pauses of his doily-work—caught, metaphorically speaking, with his mouth open for the introduction of chance bits of properly sterilized mental food.

Well, to remedy this, the atlas became the badge of the course; it was little short of a misdemeanor to be caught with it off the person. And map-work was required in profusion, the students being obliged to fit out outline-maps with names, colorings, and the like, indicating areas of distribution of minerals, plants, animals, and men. And, in order to increase the definiteness and concreteness of

their impressions, we have striven to lay the foundation for a working-collection of the materials of commerce. Our nucleus in this line, at Yale, is the Portland Exhibit of the United States Bureau of Plant Industry, now installed,* together with smaller acquisitions, in the form of a Commercial museum.

Some General Principles of Commercial Geography.

I now turn to the more impersonal question of general principles and their application. Of these I can summarize only a selected few. But if their utility in putting life into dry facts be recognized, further possibilities along the same line will crowd upon the mind of the teacher.

In any study of the geography of commerce, one begins perforce with the natural distribution of the materials of commerce; for, roughly speaking, the materials are here or there on the earth's surface, or beneath it, and man must go and get them, if he wants them, where natural forces have placed them. This is obviously true of the commercial products which are inorganic by nature; you do not normally carry coals to Newcastle. Mineral wealth has been distributed once for all, for ores cannot be transplanted, or grown, even under the wing of the protective tariff. Hence one is driven back upon such general scientific principles as explain the presence of ores and minerals, if one cares to do more than memorize unintelligently the localities in which they are found. Here Commercial Geography has need of the geologist's aid. If we know that the Bermudas are built of coral rock, we can dismiss them once and for all from the category of iron-mining regions; we shall not have to commit to memory as an unrelated fact that they do not produce petroleum. Or, to take a positive case—to one knowing the proximity of iron ore and coal in England, the reason for the remarkable industrial prosperity of that island has already ceased, in good part, to be a secret.

The case is similar, tho far more complicated, when the commercial products of the organic world are considered. The flora of the earth remains localized in good part, determining by its distribution regions of supply and demand, and so the tread of trade-ways and the courses of exchange. We do not pretend to raise Smyrna figs in New Zealand. And even if we do extend the culture of plants into new regions, we are always bound to find an approximately identical habitat into which to introduce them. The great drug, Peruvian bark, demanding the drenching rains of clouds blown across the Amazon valley and spilled against the eastern slopes of the Andes, thrived but feebly in Jamaica, and did not find a new home until the enterprise of the British had ferreted out in their wide empire an almost exact duplicate of the original habitat and conditions. Tobacco of quality has always clung to lower latitudes, and considerable advance in the imitation of environmental conditions will be necessary before an American can remain strictly patriotic and yet not be confined to the Pittsburg stogie and the Virginia cheroot. Fortunately for the smoking jingo, the acquisition of Porto Rico and the Philippines offers a certain escape from a painful dilemma. Nothing whatever dampens many of these projects for smiting the accursed foreigner, except that they are generally physically so difficult as to become commercially impossible.

A similar attachment to native environment may be seen in the case of the fauna of commerce. The fur-bearing animal sticks to the colder regions, the cod to the Newfoundland Banks; commercial coral cannot be fished up off the shores of Long Island, nor can the camel, as experience has proved, endure the alkali-water, the cacti, the cañons, the coyotes, and the cowboys of the American Desert;—his stomach cannot endure the first; he cannot chew the second with impunity, nor walk upon it in his bare feet; he loses his head when he peers down large holes in the ground, not being used to them; the coyotes that insist upon nipping his heels make him nervous; and he has never come to enjoy the diversions of the ranchman in lassoing the several tempting protuberances of his knobby frame. Moreover, he frightened the horses, and had to be executed in general and in particular. He could not fall in cheerfully with a new environment.

It will be seen that the geographical distribution of flora and fauna is of prime importance in the study of the geography of trade. But it does not satisfy the reasoning mind to commit to memory the facts of such geographical distribution any more than those of the distribution of inorganic substances. The German sage urges us to "consider the What, but more the How." And since Darwin's time the excuse of ignorance of the *How* of plant and animal distribution has largely passed away. The student must be made familiar here with the struggle for existence in the plant and animal world, as rendered inevitable by the rapid increase of life. He must know something of variation and heredity, so that he may understand how the fitter survive while the less fit are cut off; he must see how, under given environmental conditions, certain types, and those only, are developed in nature. Then he is in a position no longer to be utterly staggered by the great mass of facts regarding the natural distribution of plant, animal, and man, but to comprehend their attendance upon wide-reaching principles. And if the test of science is prophecy, he may at length be asked to calculate the possible flora and fauna, not to mention the climate, winds, etc., of, say, an island whose latitude and longitude are given.

Natural Selection and Artificial Breeding.

But, one will say, the plants and animals are not all confined any longer to their original habitats, nor, indeed, to identical ones: Burbank, of California, is going to make the cactus grow anywhere; by removing the spines from the plant he has obviated their lodgment in the tongue and throat of the camel; he has hardened the endurance of the fruit-tree so that it does not mind having its blossoms frozen; and so on. It is true that man has turned into the struggle with nature all the extraordinary power of his mind, and that he has made many apparent changes in plant and animal life. Out of one aboriginal variety of pigeon he has made, in the course of thousands of years, several score; he has bred horses and dogs for size, strength, coloring, power of scent, and the like. He has altered the materials of commerce, and he has changed their distribution-areas. Thus he has modified the direction and content of the stream of trade. Certainly the study of Commercial Geography must lead some attention to all this.

It is important then, to supplement the principles of natural selection with those of artificial selection and breeding. The latter processes are so striking in their results, and so commonly known, that it is almost more important to recognize their limits than to chronicle their successes. This is easier to do from the standpoint of commerce than it is from that of pure science; for commercial limits to all such manipulation of nature are set by *cost*. What is physically very difficult, tho perfectly possible, generally becomes commercially impossible. You *can* raise bananas in Connecticut, but not for

* This Exhibit has recently been temporarily removed by the United States Government in order to show at the Jamestown Ter-centennial of 1907.

the market; you *can* raise bears in a zoological garden, but not for their pelts. Recognizing such limits, however, to artificial modification and distribution of the materials of commerce,—if this modification and distribution are to form a basis for more than a mnemonic exercise,—they should be studied in the light of the general principles of plant and animal breeding, as well as of the history of the spread of this and that product from its native habitat. These principles can be expressed in terms simple and homely enough for a child of the proper age to grasp in their essentials; such study would certainly form an admirable substitute for the infant study of biology or dynamic geology.

Routes of Trade.

But I must not delay longer over the materials of commerce. Other fruitful topics press for recognition, for instance, that of the routes of trade. It is enlightening to note the adaptation of land-routes to topography, and the extent to which, and the limits within which, man has been able to manipulate this topography to suit the convenience of his projected routes. Similarly with water-ways and their terminals: the rivers, lakes, mediterraneans, and oceans are ready-made ways of trade, where the surface is approximately level and the friction slight. The natural impediments in these ways, their currents, and the direction of the natural atmospheric motor-force which blows over them, or churns them into dangerous irregularity, have determined the paths of vessels and will long continue to do so, despite the increasing application of steam. To be sure, man marks the ways more safely, removes some of the worst obstacles, artificially improves the harbor-terminals, by the use of steam and electricity renders himself at least partially independent of some natural conditions, and, thru marine insurance, distributes losses so that they are less felt; but thru it all, he labors amidst a net-work of limiting natural forces; and his results can be truly comprehended only thru an understanding of the natural laws of which he takes advantage or by which he is conditioned. For the understanding of transportation one should also be versed in the history of its earlier and simpler stages, and of the successive advances in nautical technique. He will then see, for example, why enclosed seas have ever formed the cradle of exchange, and, more especially, how the island-dotted Mediterranean nurtured up in turn the Phoenician, Greek, Roman, Venetian, and Spanish merchant-marines and commerce, until, in the fulness of time, the ocean was entered and the modern world-traffic initiated.

Human Conditions.

But it is not alone these forces in physical nature (and many others that I cannot mention) that should be understood as a basis for an intelligent and comprehensive view of the life and distribution of commerce. Trade has its materials, which came from out the surface of the earth, and its ways which lie along it; but it has its *agents* also—*men*. And just as a clear and intelligent comprehension of its physical conditions is indispensable to an understanding of its devious nature, so is a clear and intelligent comprehension of its human conditions, if they may be so called. Here is where anthropology joins with geology and physical geography in contributing to the geography of trade certain underlying principles and essential factors. So far as I know, this aspect of Commercial Geography has never been systematically taken up.

The dissemination of the materials of commerce is nothing if the character and distribution of producer, consumer, and exchanger be left out of reckoning. Taking the races of men as they are, it is evident, for example, that your Australian will not produce silk for the world-market, nor will he even buy razors for shaving purposes. He will hunt the kangaroo yet a little while, and then die off conveniently, so that the white man can pursue his course undisturbed. It is equally certain that the said white man will pursue *his* course undeviatingly, developing a production, a consumption, and an exchange of commodities on an ever wider scale. Without seeking here for the causes, it is clear that there are striking differences of temperament between races, and all degrees of aptitude for the development of commerce between the extremes cited. Dealing, as we may, in broad contrasts, it is possible to simplify this man-factor by distinguishing between the highly civilized races and those which are relatively or actually uncivilized. Roughly speaking, the former inhabit the easily accessible parts of the temperate zones; while the "native," as every one knows, occupies only such regions of the earth as are too cold, or hot, or unhealthful, or isolated, for the more civilized brother to come and hustle him off them. The only areas which support and protect a large population of a lower grade of civilization are the tropics. If, now, the inhabitants of the cooler regions were as indifferent to the destiny of the warmer ones, as the natives of the latter are to the fate of the cooler regions, we should have two grand divisions of the human race living a different life apart. But this has not been the case.

Thruout history the peoples of the temperate regions have manifested a deep interest in the products of the hotter areas and a decided tendency somehow to lay hand upon them. Migrations have tended regularly toward the south, and the course of exchange for many centuries lay between the south and north—or the east and west, as it once was, when the tropical products of the Indies came to Europe over Damascus, Beirut, and Cairo. The more wide-reaching of the environmental influences recounted above, chiefly climate and its attendants, have tended to create as great a divergence between the products of cool and warm regions as between the men: the yam and the negro go together, the coco-palm and the Polynesian, the durian and the Malay. And the torrid products, especially the spices, exerted, as luxuries, a tremendous attraction upon the peoples of temperate regions. They wished to get them, and centuries of history have been made about their effort so to do. But here they run counter to the peculiar disposition and temperament of the tropical peoples, and the result is one which cannot be understood apart from a comprehension of this disposition and temperament, especially as it is exhibited along economic lines.

Without attempting to describe this "lower" type of man except as he touches the subject in hand, he is marked, first and foremost, by a disinclination to labor. He is therefore no kind of a producer, having little foresight, living from day to day, and depending upon the bounty of tropical nature to satisfy his few wants. The economic stimuli which spur the "economic man" of the economic text-books elicit at most a quite disproportionate exertion. Trinkets and baubles did something until they became too common; alcoholic spirits did more. Some tropical planters are said actually to prefer bibulous laborers, for they are absent from work only once in a while; they drink up their wages and return for more, while the sober native saves enough in a few weeks to emancipate him from the need of further labor for a year. It can be seen that the orthodox way of stimulating

supply; by higher inducements offered in consequence of increased demand, is here all but inoperative.

But the white man cannot normally produce, by his own efforts, in the tropical environment: hence trade is blocked. However, it must not be understood that other stimuli will not work where economic titillations are not sensed. A good drubbing used to do pretty well; and, as a system, slavery better solved the question of tropical labor, from the purely economic standpoint, than has any substitute for it. Demand here prodded the plantation-owner, the owner brought pressure to bear upon the overseer, and the latter took a stout stick and sallied forth to "demand" more output. But compulsion of this nature proved unpalatable to that portion of humanity which could make the other part stop it, and since emancipation a good many methods have been ineffectually put into practice to reach the soul of the benighted one who could not see the advantage of being strenuous. The commercial exploitation of the tropics has encountered in the tropical peoples a passive resistance and a dull inertia; qualities referable to environmental influences totally diverse from those under which the modern commercial system was itself developed.

So much for native production and supply. Nor do the native peoples demand much from the stream of world trade to which their contribution is so slight. They can use an occasional shirt or umbrella, a tile hat, or a pair of cuffs for the ankles; brass wire and other metallic products can still be sold in moderate quantities. But there is no volume to their traffic, and their trading methods are, from a European standpoint, incurably eccentric. Trade is a passion with many African tribes; but it is a pleasure too sweet not to be long drawn out. The German trader asks for ivory or an ox; and, after deliberation, a little tusk or a sickly beast is produced, and the owner settles down to the luxurious quibble and the noisy assertion. Each piece of goods must be dickered over separately for the maximum period; the seller must play his several rôles of heartsick disillusionment, virtuous indignation, and generous, if hopeless, self-sacrifice. Trade is viewed less as an economic operation and more as a forensic contest—as art for art's sake. Here is no demand-region to tempt large-scale commercial operations. Hence the development of tropical resources has been pretty largely outside of the legitimate, modern type of trade, as between civilized peoples of other climes; it has been too often ruthless exploitation and rascally robbery. That is the type which the environment brought forth—it is the frontier-type, outside the "protection of the market." One author tells of fur-trading which realized over $6,000 worth of furs upon sixty gallons of raw alcohol, mixed with water in the proportion of four to one, and dispensed at a buffalo-robe per pint. Such irregular exchange is, of course, a mere parody on modern trade, but it has nevertheless been approximated to in a sufficient number of cases to render the type a common one under specific conditions of civilization on one side and unsophisticated uncivilization on the other,—that is to say, under diverse conditions of the human factor. For the understanding of the "How" of trade, and for a perspective of its geography, some information calculated to clarify the student's conception of the human factor would seem to be indispensable.

Enough has been said, perhaps, to support a contention that in viewing man's activities on earth, and specifically those vocations which run out into the exchange of commodities, we are not wont to accredit in just measure the natural conditions involved. It is for a clearer comprehension of these conditions that our courses stand. It is not a fortuitous thing that the center of gravity of the world's commerce has been moving westward and northward until it rests within a western island-group, and even now threatens to shift across the ocean. It is not accidental that Phoenicia, Greece, Rome, Venice, Portugal, Holland, and England, as the hour of their commercial destiny approached, turned their eyes toward the East; nor was it a movement of another kind that caused the right-about-face toward the West, of Spain. The background of all these movements was the human struggle, first for existence, and then for a more luxurious standard of living, the seeking of satisfactions where nature placed them, by men trained by nature to desire and acquire.

What of the Elementary School?

A single consideration remains. Assuming the value of the discipline outlines, is it available elsewhere than in college? Could the more elementary instruction profit by it? Of course the final answer to this query must wait on experience. What testimony we have been able to gather upon this subject is affirmative, and about as follows: the essential ideas of such a college or normal school course can be simplified for the young, rather indefinitely, without emerging as a diluted mush of unpractical pedantry. Even the very immature can be taught a good deal of the "How," for the abstract terms and the arguments in which the teacher thinks, can be made explicit thru examples and reasoning of the utmost simplicity. Certainly it is worth while, to whomsoever knowledge is imparted, to cut out brute memorizing by focusing facts, so far as possible and practicable, about the nuclei of more general principles. But be this as further experience shall show; in any case the teacher of Commercial Geography should be armed with principles of wider bearing and interest, in fighting his way and then trying to pilot others thru what has long been regarded by many as an arid and unteachable maze of unrelated facts.

First College in America.

Mr. A. S. Kowlton has written a brief account of the first college founded in this country; it will come as a surprise to many of his readers that this proud title does not belong to Harvard University.

In the little settlement of Henrico, in the part of Virginia now called Henrico County, the colonists founded a college in 1619. For the purpose the parent company in London set apart a large tract of land, half the revenue from which was to be devoted to the maintenance of the college.

George Thorpe was sent over as superintendent of the land and was followed in 1622 by the Rev. Patrick Copeland, who came as first "rector of the university."

In the same year as the founding of the college the first Legislature to meet on this continent met in Jamestown, and one of its acts required the colonists to fit their children and those of the native Indians for admission to the college. In fact one of the principal purposes of the college was to aid in Christianizing the natives.

The little settlement with its new-founded seat of learning prospered until the fatal uprising of the Indians and the terrible massacre which completely wiped out town and college. Neither was ever rebuilt.

Notes of New Books

A new volume has been added to the Minute Boy Series, which is being written by Edward Stratemeyer and James Otis. The present volume is THE MINUTE BOYS OF THE WYOMING VALLEY, and comes from the pen of Mr. Otis. At the beginning of the Revolution the little town of Wilkesbarre had been completely drained of fighting men, so that when an attack from Brant and his warriors became imminent, the defenceless situation of the inhabitants was desperate. The lads of the neighborhood had been fired with enthusiasm by the actions of the Minute Boys of the Green Mountains, and similar organizations. So it was that the idea which first came to Jonathan Ogden, a lad of sixteen, led to the formation of his friends into a company for the purpose of defending their homes. Tho the company numbered but twenty odd, and had but little knowledge of drill and tactics, and such matters, they were strong, brave fellows filled with the purpose of doing their utmost for the furtherance of the cause and the saving of their families from Indian massacre or captivity.

Mr. Otis, with his usual skill, tells the story of this brave little band, and we follow with keenest interest Jonathan and his companions thru a series of adventures which will make the boy of to-day wish that he had such an opportunity to serve his country and show his prowess. (Dana Estes & Co., Boston.)

This year it is THE GOLLIWOGG'S DESERT ISLAND which Florence and Bertha Upton have prepared for the Golliwogg's host of admirers. It is Robinson Crusoe over again: Golliwogg separated by shipwreck from the rest of the party lands on a desert island and makes himself at home, later he finds his good man Monday—it is quite some time since Friday—and lives in true Crusoe style; finally after Midget has been rescued from cannibals, the rest arrive safe and sound, and all is happy once more. (Longmans, Green & Co., New York.)

One of the most varied books of verse which has been published lately is John L. Shroy's BE A GOOD BOY; GOOD-BYE, AND OTHER BACK HOME POEMS. It is filled with verse reminiscent of country school days, humorous verse, verse which has sprung from an evident and true love of nature, and verse that turns for its inspiration to an optimistic philosophy of life. For the purpose of quotation we might take those stanzas from "Mid-August."

"Green in the valley and blue on the hill,
And brown in the fields near by.
A quiver of heat when the wind is still
A Bob-White whistle strong and shrill,
And a distant sweet reply.

* * *

"The glorious blue of the summer sky
Is changed to a hazy gray,
And a lovely white cloud goes a-floating by,
And Mother Breeze nods with half-closed eye,
While her children, the zephyrs, play."

The volume is illustrated with some very attractive photographs. Many of the poems orignially appeared in periodicals—THE SCHOOL JOURNAL, *Saturday Evening Post*, and others. (J. B. Lippincott Co., Philadelphia.)

As a Christmas or New Year's gift the LONGFELLOW CALENDAR, which has been arranged and edited by Anna Harris Smith, will be found most acceptable. It is a dainty little volume of quotations for each day in the year, carefully selected. The format of the book is good, the composition and electrotype plates being the work of the Merrymount Press. A splendid portrait of the poet reproduced in photogravure forms the frontispiece. (Thomas Y. Crowell & Co., New York.)

The appeal which old toys make to each of us may be strange, but it is very real, and to children a story that has for its characters some deserted dolls is sure to be irresistible. In RACKETTY-PACKETTY HOUSE, Mrs. Frances Hodgson Burnett has told, in her most delightful manner, of a doll family that lived in an old doll house; a house that in its day—that is when grandma was a little girl—had been an elegant residence, but which at the time of the story had fallen into a state of delapidation, and was completely overshadowed by the new and stately "Tidyshire Castle" that had been brought to Cynthia on her birthday. The dolls, like the true gentle folk they are, retain their good breeding in the face of all reverses, notwithstanding the greater splendor of their neighbors, who are distinctly *nouveau riche*. The little volume with its dainty illustrations in color will make many a child happy on Christmas morning. (The Century Co., New York.)

From the inside of the cover with its procession of grinning rabbits, to the inside of the last cover with its similar procession, E. Warde Blaisdell keeps us laughing at the absurdities of his ANIMAL SERIALS. The first series of pictures tells us "the old, old story" of Mr. J. Rabbitt's experiences with his stenographer. The second series depicts in pathetic style the shattered hopes of an animal artist. In the third series we are shown how serious are the mistakes of an apothecary who gave anti-fat to the one to whom he should have given anti-lean, and *vice versa*,—and so the nonsense continues thru the whole book. For anybody who has the "blues," or anybody with the least sense of humor, this book is sure to be a joy forever. (T. Y. Crowell & Co., New York.)

THE PUNCH AND JUDY BOOK, by Helen Hay Whitney, is the delightful old story told again in verse with some variations. The verse runs smoothly along and is delightfully illustrated by capital pictures in color by Charlotte Harding. A companion volume to the Punch and Judy Book is "Mother Goose; Her Book," with pictures by Harry L. Smith. The nursery rhymes have all their old delight, which in this case is enhanced by the illustrations and the pictorial initials. (Duffield & Co., New York.)

The GOOD FAIRY AND THE BUNNIES, by Allen Ayrault Green, is one of those delightful books that take us all thru the realms of fairyland—Good Animal Land, Candy Land, Santa Claus Land, and the rest. Some bunnies that lived in the Great Forest with their mother, after their father had run away, were changed by the Fairy Queen into fairy subjects. They have the most wonderful adventures in visiting the provinces of their sovereign's realm—coasting in Ice Cream Land and the like. Finally the bunnies return to the Great Forest to teach the other animals that live there to be good, so that some day they too may come to Good Animal Land. This is one of the books in which the pictures count for almost as much as the text, and they have been charmingly done in colors by Frederick Richardson. (A. C. McClurg & Co., Chicago.)

The STORY OF POCAHONTAS AND CAPTAIN JOHN SMITH, as presented by Mr. E. Boyd Smith, is really a series of historical tableaux in beautiful illustration, showing the various adventures in the life of the great captain, and the history of Pocahontas, first in her native woods and later in England. Mr. Smith has prepared admirable text to accompany the pictures, admirable both in historical correctness and in readableness. The book will prove a valuable addition to any child's library. (Houghton, Mifflin & Co., New York. $2.50 net.)

"A man who restricts himself to one reading of a good book knows little about it. The books I value I have frequently read more than ten times; indeed, in some cases I could not possibly say how many times. One does not really know a book until one knows it almost by heart." This sentiment will strike a responsive chord in the heart of every true *reader*. It is taken from George Brandes' ON READING; AN ESSAY. The monograph is reprinted from *The International Quarterly* and is marked by the clear insight which is always present in Mr. Brandes' critical work. This characteristic is marked in the following quotation which is closing paragraph of the essay:

"A whole world can open out for us in a single book. We may become acquainted thru it with some parts of human nature, wherein we shall not only recognize ourselves,—changeable and rich in alterations and transformations,—but find also the unchangeable being and eternal laws of Nature. Lastly, if we read attentively, we have the power to add to our moral stature, in so far as we vividly feel those things which ought to be done or left undone." (Duffield & Co., New York. 75 cents net.)

If you feel too tired for work or pleasure, take Hood's Sarsaparilla—it cures that tired feeling.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, $2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE ($1.00 a year) and EDUCATIONAL FOUNDATIONS ($1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, $1.25 a year. A large list of teachers' books and aids is published and kept in stock.

A. S. BARNES & CO., PUBLISHERS

ELIZABETH, N. J. NEW YORK

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The Educational Outlook.

Legislation in California.

The school superintendents of California, at their recent convention in San Diego, recommended that the following be made subjects of legislative enactment:

"That the child labor law include places of amusement among occupations prohibited, during school hours, to children under fourteen.

"That no child under fourteen be admitted to play-houses unless accompanied by an adult.

"That children may be committed to a parental school by city or county superintendents in conjunction with parents or the judge of a juvenile court.

"That counties be authorized to maintain parental schools under direction of superintendent or superior judges.

"That a truant may be apprehended by any peace officer or school official.

"That attendance officers shall have authority to enter places of employment to make investigation of violations of child labor and compulsory education laws.

"That school authorities be relieved from enforcing vaccination law.

"That teachers be paid an annual salary.

"That certificates issued by county boards shall be subject to uniform fees.

"That primary, grammar, and high evening schools shall be recognized as a part of the State school system; also kindergartens.

"That the State school fund shall be increased from $7 to $9 per census child.

"That the law make clear the intended meaning of attendance on night school.

"That boards of education shall elect teachers on or before the last day of the school term and if no election is held, then all teachers shall be considered re-employed for the ensuing year.

"That boards of education, boards of trustees, and high school boards be permitted to expend district or city funds for transportation of children."

A lively discussion which, however, led to no definite action, was provoked by a resolution offered by Superintendent Roncovieri, favoring the segregation of Chinese, Japanese, and Korean children.

Mothers' Club in Nashville.

The pride which Nashville, Tenn., takes in its educational institutions was evident in the mothers' meeting held a short time ago in the Howard School of that city. The musical portion of the program was furnished by Miss Camp and six pupils of the eighth grade.

Prin. J. H. Patterson stated that the object of the meeting was to secure more active co-operation between the school authorities and the patrons of the school. For this purpose he wished the mothers to form a club which would give force and direction to this co-operation. The Board of Education was, he said, spending thousands of dollars for the improvement of the schools, and had under consideration at present plans for enclosing the school grounds, and of installing furnace heat. He urged that if such a club were formed it take charge of the work of beautifying the campus with plants and shrubbery.

Colonel Baxter Smith added weight to the appeal of Professor Patterson by his address on the influence of beauty in education. Colonel Smith spoke eloquently of the honor which her schools had brought to Nashville, and the duty that rested upon the citizens to support the schools.

Dr. Lofton urged upon the mothers a wiser love for their children; a love that has the highest good of the child constantly before it, a love that will not shield it from hard work, as something to be avoided, but will encourage it to be constantly putting forth greater efforts; a love that will correct mistakes even at the cost of self-suffering.

Miss Wood and other members of the Centennial Club then led a round table discussion which was enthusiastic and interesting.

Schools of Greater Pittsburg.

In speaking of the necessary and advisable changes in the school system which the formation of Greater Pittsburg will bring up for decision, D. L. Gillespie, president of the Central Board of Education, says:

"I would be in favor of having the schools of Greater Pittsburg placed under the management of a few men appointed by the courts The school business should be taken entirely out of politics and I know of no better way of doing it than to have the courts appoint, say seven, nine, or eleven men to manage the entire school system of the city. Certainly the system should be different from what it is now. These men should be the best there are to be found in the city. I would be in favor of paying them a compensation sufficient to enable them to give the schools their time and attention. They should receive salaries of about $5,000 for their services. Three of the men should be educators and they should be given the responsibility of employing the teachers. Three should be business men and the president should be a business man. Then the rest should be men of good, practical sense and one should be an engineer whose duty will be to look after the buildings."

Nationalization of Mexican Schools.

The Mexican Government has planned an educational congress which will consider the nationalization of the school system. At present each State has charge of its own schools and lack of uniformity exists in the standard maintained.

Owing to the difference in the wealth of the various States, there is a corresponding difference in the excellence of the schools. It is thought that federal control would produce more satisfactory results.

Schools Undergoing Change.

A correspondent of the Altoona *Tribune*, writing apropos of a lecture by Dr. T. M. Balliet, has the following to say with regard to the educational problem which confronts the nation:

"Our whole educational system is just now in the midst of a period of transformation, of change, of adaptation to new conditions to which this country and its people are strangers and which require to be studied with great care by the teachers, boards of education, and the people at large. * * *

"Nor can we pattern our schools after those of our European friends; the German industrial schools come nearest to where we might borrow, but even there we can make use of ideas only, while the working out of these ideas must be according to our peculiar needs and social conditions. The social and political foundation upon which our educational systems stand is radically different from other countries.

New York Teachers' Association.

The preliminary announcements and program of the New York State Teachers' Association, which will meet in Syracuse on December 26, 27, 28, and 29, include the following:

On the first evening of the convention Commander Robert E. Peary will tell the members of his last trip to the Arctic.

The morning of Thursday, December 27, will be devoted to a round table discussion led by State Commissioner Andrew S. Draper, and Dr. William McAndrew will discuss the report of the salaries committee on the Increased Cost of Living.

The work which Charles S. Hartwell has done to secure in high schools promotion by subject, will give special interest to his discussion of the subject, "Promotion by Subject and Elastic Grading: Courses Shortened."

"Industrial Continuation Schools for Boys and Girls from Fourteen to Sixteen Years of Age" is the topic which Prof. Paul H. Hanus, of Harvard University, has chosen to present to the Association.

Scientific Temperance Instruction.

Reports of the National Bureau of the Scientific Investigation and Department of Scientific Temperance Instruction, and of the World Department of Scientific Temperance Instruction of the Woman's Christian Temperance Union have been issued in pamphlet form.

The following paragraph has been selected for quotation from the former:

"These, then, are the underlying objects of public school temperance education: (1) To save the individual thru his own conscious choice in applying the truths he early learns about the laws of health and the nature and effects of alcoholic drinks and other narcotics. (2) To preserve the nation, the prosperity and integrity of which are menaced by the use of alcohol by its people; (3) to make permanent the fruit of all temperance efforts."

From the latter the following is general interest:

"Sweden has a temperance educational law, and reports that good headway being made. Courses of well attended lectures for teachers have been given different centers. The Temperance Association of High School and College Students, started ten years ago, has now a membership of nearly 10,000, while one student in every eight at Upsala University is a total abstainer."

These reports were prepared by Miss Frances Stoddard, the acting secretary of the organization.

To Spread Patriotism.

The Arlington Flag Association, of Arlington, N. J., feeling the desirability of impressing upon the children in our schools the honor which they have in bearing the title American, and what constitutes that right, have prepared a slip containing words of the late Secretary of State, John Hay, which clearly set forth our right to the title. It is hoped that children will paste the slip in their scrap books, or if permitted by the school authorities, in the front of their text-books, where it may be frequently seen. This is the quotation:

THE TITLE AMERICAN.

"There are two conclusive reasons why the name American belongs peculiarly to us. The United States was the first American nationality. Until 1776 along the whole hemisphere 'Colonial' was the one distinctive title. There was no conception of 'American' until the Thirteen Colonies declared themselves an independent nation and assumed the title The United States of America. Thereupon America began as a distinct existence in modern civilization. Then began a set of ideas in several public directions. A novel view of every

human being as sovereign in himself was one of these ideas. The right of any people not only to choose their style of government, but to govern themselves was an American notion. A thoro trust in the people was another. The right of each child to an elementary education first became an accepted creed here. The fullest religious liberty, tho not new in theory, was here first embodied on a large scale. These were some of the political and social features of the new nation, America. They were distinctively characteristic of a new people no longer colonial, but belonging to the new continent. There was, therefore, no question abroad of the right of these people to call themselves Americans."

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In and About New York City.

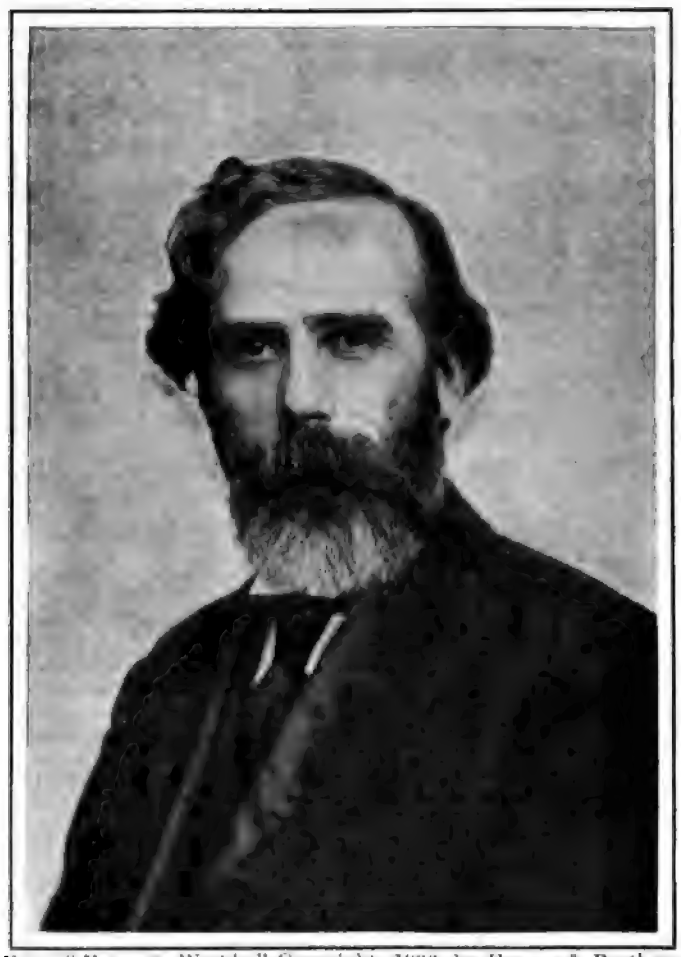
Dr. Leipziger Speaks.

The lecture delivered by Dr. Henry M. Leipziger, Supervisor of Lectures of the New York Board of Education, before the League for Political Education, on December 8, presented in its broadest view the modern conception of education. Dr. Leipziger's subject was "The School for All the People."

Opening with the statement that "whatever we would put into our national life we must put into our schools," had become an educational axiom, he proceeded to show how New York City is applying this principle thru its school system.

The following are extracts from Dr. Leipziger's speech:

"The school-house must become not alone a place for the instruction of children, but a place of resort for the adolescents and a place of culture for



From "Harper's Weekly." Copyright, 1906, by Harper & Brothers.

Dr. Henry M. Leipziger.
[Founder and Promoter of the Greatest People's University in the World.]

men and women. Each school-house, wherever situated, should become the center for educational and recreational, as well as instructional purposes. What better place is there for the education of the social side of the human being than the school-house?

"Within the last fifteen years, the attention of the people has been drawn to the fact that the school-house is a plant costing a large amount of money, but was occupied for only five hours of the day, five days a week, forty weeks of the year. Is any industrial plant used to so limited extent? With the constantly increasing population and with the inadequate places for gathering, it seemed as if so limited a use of so costly a plant was not justified; and with the appreciation of the additional problems of education, additional uses to which the school-house shall be put were devised. Among the most notable of these was the establishment, about five years ago, of vacation schools.

"This thought has led to the use of many school-houses as play centers and recreation centers, where refined games, gymnastics, literary, and musical clubs, etc., are encouraged—where civics is practically taught and where refined and cultured intercourse is made possible. Our city has included in its conception of the school a provision for adult education. Its underlying principle is that education must be unending. The city's prosperity and growth depend upon the intelligence of its citizens, and the adult who from necessity has remained a child in education needs continuous instruction.

"The public lecture system of New York City is a system of education for adults. During the present season 6,000 lectures will be given and the attendance will reach about a million and a half. One of the pleasantest sights that can greet the eye is to see an audience of almost a thousand men who have spent the day in toil, listening eagerly to a lecture on 'Heat as a Mode of Motion,' or 'Electricity,' and questioning with acute inquiries at the close for their own benefit.

"This development in the use of the school-house has necessitated a changed conception of the meaning of the teacher. The first school teacher of this country was a grave digger and bell ringer as well as a teacher. We have slowly but increasingly come to appreciate the dignity of the teacher and the nobility of the material with which the teacher deals.

"The use of the school-house for a variety of purposes has also made demands for changes in school architecture in our best modern school buildings. There has been added a fine auditorium with comfortable seats for adults, gymnasia that can be used not alone for the physical development of children during the day, but for recreation purposes in the evening. and it has resulted in the greater care and decoration of the school buildings, both externally and internally.

"The public school must be the center of education not only for child life, but for adult life. This is just as necessary in a village school as in the city. The principal of an elementary school must be a man not alone fitted to cope with the pedagogical duties of his task, but with the social characteristics of the neighborhood. The physical defects of the children in the school should be attended to by the school physician; the Creche and Day Nursery should be generally adopted; the delinquent should be made the subject of home inquiry; and co-operation in the attainment of employment should be effected thru the medium of the school.

"Particularly in the poorer quarters should the school become a true social and recreative center, open every day of the week, including Sunday, and the head of such a school should be the real social leader of the neighborhood. Why should settlements be necessary except as pace-makers? Why should not the school-house represent all that is best in the social settlement? Every man and woman engaged in the work of the education of the public should be fired with the spirit which animates the true settlement worker. All that is best in the philanthropic spirit of our time should become eventually incorporated in our public school system."

The large audience which listened to Dr. Leipziger frequently expressed by applause its appreciation of the truth of his words and approval of the work for which the speaker has done and is doing so much.

Celebration of Christmas.

Mr. Abraham Stern, chairman of the Elementary School Committee of the New York Board of Education, speaking of the protest made by the Union of Orthodox Hebrew Congregations against any form of Christmas observances in the public schools of the city, said:

"Those behind this protest have started an agitation which will do no good. For a year they have been at us to issue an order prohibiting Christmas observances in the schools, but we have refused and will continue to refuse. I feel certain that these agitators have not the support of the more intelligent Jews of this city.

"There is nothing harmful in these Christmas observances. All the principals have been instructed to keep sectarian views out of them. They are, however, allowed to draw lessons of morality, provided they do this without using sectarian doctrines. As for the singing and compositions, there is nothing harmful in them."

Assistants in High Schools.

The High School Teachers' Association of New York City has presented to the Board of Superintendents a statement with regard to the position of assistant teachers. The following is a portion of this statement:

"We favor the abolition of the year's graduate study as a qualification for first assistant teacher, and the promotion from assistant teacher to first assistant teacher, on the basis of their record in the schools, and we believe that every teacher in the high schools whose record measures up to the standard set by the proper authorities should receive the license and appointment as first assistant teacher.

"Thru the operation of the present method of selecting first assistants, the grade of first assistant, originally one of salary, has been transformed into a position restricted to a few teachers. The result has been that only five first assistants have been appointed in the last two years, making in all but one first assistant for every twenty teachers in the high schools. This leaves nineteen-twentieths of the teachers with a maximum salary limited to a sum which, at the present scale of price in New York, is insufficient for the support of their families."

Suit Against Board of Education.

An interesting legal decision against the Board of Education of New York City has just been handed down by the Appellate Division, unanimously confirming a judgment rendered in favor of Miss Emily Newton about a year ago.

The argument of Miss Newton rested upon the fact that in the spring of 1901 she had been assigned to duty as assistant to principal in Public School No. 170, Manhattan, and had performed the duties connected with the position, and was therefore entitled to the salary carried by that position.

The defense offered by the Board was that the appointment was irregular, since it had not received the approval of Superintendent Jasper.

Another interesting phase of the decision is the bearing which it may have upon a suit instituted by Miss McIntosh for similar services rendered during the same period and in the same school. Ira Leo Bamberger, the counsel in both suits, contends that the size of the school entitled it to two assistants to principal.

Needs of Children's Aid Society.

The Children's Aid Society, of New York, in its fifty-fourth annual report, mentions the following as among the most urgent of its needs:

"We are more and more convinced of the need of a new industrial day school for the children of the Italian immigrants who crowd into 'Little Italy' in the Harlem district. The land and building together will cost about $100,000. Many of the little ones in our Italian school do not have enough to eat because of the destitution among the newcomers, or because of the sickness of the wage-earner. We need a committee of women to undertake this practical charity.

"Our success in rescuing and training street boys for home life in the country is so well established that little boys are continually being brought to us to be sent temporarily to our farm school. It is much overcrowded and we need $7,500 for a new cottage to accommodate thirty boys. We shall be glad to name it as a memorial."

Burns Case Decided.

The action brought against the Board of Education of New York City by Elizabeth A. Burns has been decided by Justice Spencer in favor of the plaintiff.

Miss Burns was appointed a teacher under a fifth-grade license dated February 12, 1870, and the following year obtained a license qualifying her for any position as teacher or supervisor in any school. After teaching for a short time in Public School No. 14, Miss Burns was appointed clerk or general assistant, and continued in that position until 1880, when she was once more assigned to class-room duty.

In 1899 she was assigned as assistant principal; the following year the Davis law raised the salary of this position from $1,240 to $1,600. The Board refused to pay the advance to Miss Burns, claiming that she was a clerk and had never been appointed assistant principal.

Cross-Country Running.

The cross-country runs which have been held this autumn by the boys of the New York public schools, will culminate on the afternoon of Saturday, December 22, in a championship race. The parade ground of Prospect Park, Brooklyn, has been chosen as the place of meeting, and the event will be run off under the auspices of the Public Schools Athletic League.

While the boys were, most of them, green at the beginning of the fall, they have been coached by such expert distance runners as John J. Daly, Melvin Sheppard, R. W. Kennedy, and W. G. Frank, and will doubtless make a creditable showing when put to the test. The High School of Commerce and DeWitt Clinton are both expected to take prominent places in the contest; the former, from the high average of its representatives, and the latter from one or two star runners on its team.

Schoolboys are also much interested in the novice events to be held in the Forty-seventh Regiment Armory, on December 15. The contestants will be divided according to weight into classes weighing under eighty-five pounds, under ninety-five pounds, under 115, and a class without weight limit.

Walker License Suit.

A rather unusual suit has been brought against Superintendent Maxwell by Miss Emma Walker, to secure the placing of her name on the eligible-for-promotion list.

Some thirty years ago Miss Walker held a license, one condition of which was that it was invalid if the teacher did not teach for two years. In addition she held a Grade B license.

Miss Walker was not connected with the New York school system from 1881-1899, nor has she taken promotional examinations since her return; but she claims that the licenses which she holds entitle her to a place on the list for promotion.

The Board of Education contends that a legal claim to a position on the list does not exist in this case. When the case first came up Miss Walker was permitted to get a peremptory writ by default, Justice Garretson has, however, consented to the request of Assistant Corporation Counsel O'Brien to reopen the case, and has under consideration the terms of such a reopening.

The next regular meeting of the New York Educational Council will be held in the Hall of the Board of Education, Fifty-ninth Street and Park Avenue, at 10:30 A. M., December 15. The topic for consideration will be "Methods of Inspiring, in Pupils, the Reading of Good Literature." The discussion will be opened by Prin. C. E. Morse, East Orange, N. J. Prof. R. S. Keyser, Jamaica, N. Y., and Supt. S. R. Shear, Kingston, N. Y. A general discussion will follow.

Mr. Frank L. Johnson, who is to succeed Mr. Sprudle as principal of the Brooklyn Truant School, will not enter upon his duties until the first of the year. Henry E. Cotton has, therefore, been appointed to take charge of the work until that time.

As a means of facilitating the work of the visiting English teachers in examining the schools of New York City, the Reception Committee has prepared a booklet outlining the school system, organization, and administration.

The accompanying list of schools was given as typifying various features of interest in the work of the New York schools.

TRAINING SCHOOLS.

New York Training School for Teachers, Brooklyn Training School for Teachers, and Jamaica Training School for Teachers.

HIGH SCHOOLS.

MANHATTAN—DeWitt Clinton, High School of Commerce, Stuyvesant High School and annex, Wadleigh High School, and annex, Washington Irving High School and three annexes.

BRONX—Morris High School and annex.

BROOKLYN—Girls' High School, Boys' High School and annex, Erasmus Hall, Manual Training, Commercial, Eastern District and two annexes.

QUEENS—Bryant, Newton, Flushing, Far Rockaway, Jamaica, and Richmond Hill.

RICHMOND—Curtis High School.

ELEMENTARY SCHOOLS.

MANHATTAN—Nos. 186, 184, 21, 158, 37, 62, 2, 188, 165, 170, and 122.

BROOKLYN—Nos. 3, 106, 7, 147, 146, 137, 47, 86, and 74.

BRONX—Nos. 10, 30, and 33.

EVENING HIGH SCHOOLS.

Harlem, Morris, Brooklyn, Brooklyn Trade, and East Side for Women.

EVENING ELEMENTARY SCHOOLS.

Nos. 96, 2, 42, 67, 32, 15, 18, and 142.

RECREATION CENTERS.

Nos. 188, 172, 159, 137, 171, 37, 146, and 141.

A Purpose in Life.

Superintendent Shearer, of Elizabeth, N. J., in making an address at the Thanksgiving exercises of the Elizabeth High School, conducted under the auspices of the Beta Sigma Society, said to the pupils:

"Be thankful that the world lies before you to conquer. There is a place for each of you. Find it and fill it. Have a purpose in life. This is the eternal condition of success. A life without a purpose is like a ship without a rudder, which drifts aimlessly and will be driven upon the rocks by the first unfriendly wind. A large proportion of the failures in life are the result of not seeing clearly the end to be reached. You should have a purpose for every day in the week, and for every year until you can definitely fix upon the purpose which is to mold your life."

W R. Whitehead, M.D., of Denver, Col, tells us that he used antikamnia tablets, for years, and with the most satisfactory results, in cases of neuralgic headache, associated or not with disordered menstruation. He prescribes two tablets every two or three hours for adults.
—The Chicago *Medical Clinic.*

A Bad Stomach

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Among its symptoms are distress after eating, nausea between meals, heartburn, belching, vomiting, flatulence and nervous headache.

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Accept no substitute.

Here and There.

Carrick, Pa., has dedicated a new $30,000 brick school building which will be known as the Concord School. Addresses were made by County Supt. Samuel Hamilton and the Rev. F. S. Brenneman, and a flag presented by J. Carney, on behalf of the Junior Order of United American Mechanics.

Mrs. Hannah G. Soloman, who has recently become president of the Board of Directors of the Industrial School for Girls at Evanston, Ill., has been prominently known for a number of years in educational and charitable circles. For several years she was at the head of the National Council of Jewish Women. In 1904 she was a member of the International Congress of Women at Berlin, and in the same year she was a Democratic nominee for trustee of the Illinois State University.

The following officers have been elected at the recent meeting of the Teachers' Association of Ontario County, New York, which was held in Canandaigua: President, James Winne, superintendent of Canandaigua schools; vice-president, L. W. Herrick, of Clifton Springs; secretary, William M. Fort, of Phelps; treasurer, Miss Mary Rigney, of West Bloomfield. The principals of the union and graded schools of the Association were designated as an executive committee.

Lafayette College, Easton, Pa., has received word of the death of Dr. A. A. Bloombergh, at Vevy Vaud, Switzerland. Dr. Bloombergh had been connected with the department of modern languages at Lafayette since 1867, and was made emeritus professor in 1905. He was in his seventy-second year at the time of his death.

Articles of incorporation have recently been filed with the county clerk of Hudson County, N. J., for the Hebrew Institution of Union. The purpose of the Union is to establish a free school in West Hoboken at Union Hill, where instruction will be given in Jewish history and religion. The trustees are Jacob Harwitz, Frank Slossberg, and Sol Litaure.

The vacancy caused by the resignation of Dr. J. R. Turner from the presidency of Owenton College, has been filled by the appointment of Dr. J. H. McCoy.

Carbool, Mo., has reason to be proud of the improvement of its school. When the authorities learned that Prof. W. H. Lynch, who before he left teaching to enter active business had been widely known as a successful educator, was contemplating re-entering his old profession, and that his services could be secured, they undertook the erection of a new building which should furnish Professor Lynch with suitable means for carrying on his work. The result is a modern, well equipped school, furnished with the most useful helps and appliances for educational work. The building is an eighty by sixty-foot structure, built of concrete blocks, two stories in height, heated thruout by steam. It can accommodate five hundred pupils, which is nearly two hundred more than the present registration.

Assistant Corporation Counsel Stephen O'Brien has been assigned to take charge of the suits brought against the New York Board of Education. The amount of litigation in which the Board is envolved has increased so greatly that it has been deemed advisable to place all these cases in charge of one man. It is hoped that by this plan speedier and more effective service will be secured for the work

Prin. Erastus E. Potter, of the school at Port Oram, N. J., was tendered a reception by his former pupils in honor of the thirty-fifth anniversary of his connection with the school. Nearly two hundred persons were present and answered to the call of the roll. Many of those who could not be there had sent letters which were read at the proper place in the roll call. Mr. Potter was presented with a handsome chair as a token of the esteem in which his former boys and girls hold him.

The terms of the following members of the Board of Education of Hoboken, N. J., expire January 1, 1907: George Lankering, John J. O'Neill, Cornelius Ford, and Richard Butler. The reappointment of Mr. Lankering is considered probable.

A well merited tribute to the long and conspicuous services of John J. Stevenson, professor of geology in New York University, was paid at the annual dinner of the Alumni Association of that institution, held on December 7, at the Hotel Astor, New York City. Prof. Stevenson has been connected with the University for thirty-five years.

Dallas Pupils' Eyes.

In reply to criticisms of the methods employed in the examination of pupils' eyes in the public schools of Dallas, Texas, the members of the medical committee have, thru their chairman, Dr. J. O. McReynolds, given out certificates signed by the principals of the different schools, showing conclusively that every precaution was taken to prevent the spread of contagion.

The subjoined is a copy of one of the certificates:

"To Whom it May Concern: This is to certify that from my personal knowledge, the medical examiner, Dr. Dero E. Seay, for Oak Grove School, thoroly washed and disinfected his hands immediately after the examination of every known or suspected case of contagious disease of the eye.

"Miss Emma Halley,
"Principal Oak Grove School."

Notes from Spokane.

In the selection of Graham B. Dennis, of Spokane, to the presidency of the Pacific Northwest Development League, fitting recognition was given by representative business and professional men of Washington, Idaho, Oregon, and Montana, to a man who has been identified with educational affairs in the Northwest since 1885, when he left Dayton, O. Mr. Dennis has been in the forefront in developing the resources of the Spokane district, but the work of which he is most proud is that while a member of the Spokane city council and chairman of the building committee of its School Board, he was successful in carrying out plans for the construction of the high school building in which to-day are nearly 1,400 pupils, and a number of other school buildings. Mr. Dennis was for a number of years trustee, member of the executive committee, and treasurer of Jenkins University, and as chairman of the publicity committee of the Spokane Chamber of Commerce, he has accomplished much in educational, commercial, and industrial lines. He has been the means of attracting millions of eastern capital to Spokane and the Northwest. He is deeply interested in educational affairs, and teachers at all times find in him a friend and wise counsellor.

Dr. G. S. Allison, chairman of the School Board of Spokane, and other members of that body have given out statements that the truancy law, compelling children between the ages of seven and fifteen years to attend school, should be enforced only with the utmost discretion as to circumstances, adding that the truant officer should use prudence in carrying out its provisions. The law says attendance six full months of the year is compulsory, and that failure means a fine of $25.

Mons. F. C. Cournot, professor of French in the Spokane High School, has come into part of a rich estate in France and has resigned his position to engage in horticulture on his magnificent fruit farm on Moran Prairie, where he will make his home.

Marvels of London's Elementary Schools.

TWENTY CIRCLES OF SCHOLARS ROUND LONDON.

One would scarcely go to the pages of a London County Council report for entertaining reading; but for those who revel in staggering figures there is a liberal fund of enjoyment in the recently-issued Report of the Education Committee of the Council for the year ending Lady Day, 1905.

Even to the Londoner, seasoned to the marvelous, it is astonishing to learn that there are more children in the elementary schools of the Metropolis than the entire population of any one of thirty English counties; that there is more than one scholar for every man, woman, and child in Liverpool, huge as it is; and that Manchester and Salford together can barely show more people than there are children in these elementary schools alone.

So numerous are they that, with clasped hands, they could make twenty circles round the whole of London that lies within the "four-mile radius," each circle being over twenty-five miles long. Arrange these hundreds of thousands of scholars in one procession, a yard apart, and you will find that while the head of the procession is filing into a London school, the last scholar will be in the neighborhood of Perth—so far away, in fact, that if he were to take an express train he would still be ten hours late for school.

If one wished to build a one-story school large enough to accommodate London's elementary scholars, he would require a site as large as St. James's Park; and even in this leviathan, record-breaking building, there would be little more than half a square yard of accommodation for each pupil.

Every school-day thruout the year, on an average, you will find in these elementary schools more children than there are people in Leeds, Halifax, and Huddersfield combined—many more than a third of the entire population of Wales; yet for every eighty-eight scholars present there will be a dozen absentees. And still they come, these armies of scholars, for, during the year of the report, new schools were built for 12,564 children.

To keep these schools going more money is spent in a year than would replace the annual revenue of Greece, and within half a million of the sum needed to run the Kingdom of Denmark. Turn this year's school-gold into sovereigns, and summon scholars, each strong enough to walk off with a burden of forty-four pounds' weight of gold, and start them in processions at intervals of a yard, you will find that by the time the last juvenile porter is leaving the Bank of England the first will have reached St. Clement Danes Church in the Strand, over a mile away, and in the long line of scholars you will count 2,000.

Place 1,000 children, of assorted sizes, on a suspended platform, and the year's gold spent on elementary education in London will raise them all in the air. Of this gold, it is interesting to note, £3,000,000 (£250,000 a month), comes out of the ratepayers' pockets

To teach "the young idea" of London, 20,000 teachers, with salaries ranging from £65 to £400, are required—a number sufficient to make a procession, at intervals of a yard, so long that it will take three hours' smart walking to tramp from end to end of it. With their families these teachers are numerous enough to people a fairly large provincial town.

The very pens used in a year by the army of London's elementary scholars are numerous enough to allow one to each man, woman, and child in Scotland and Ireland, and yet leave a liberal reserve. The year's ink supply would outweigh a couple of powerful express locomotives; a hundred strong horses would be necessary to draw it, and 2,000 sturdy men would find it no easy matter to carry it half a mile.

A bottle large enough to hold the year's ink would be twelve feet in diameter, so stout that half-a-dozen Life Guardsmen could barely touch fingers round it; leaving the neck out of consideration, it would rise to a height of over twelve yards (nearly thirty-seven feet), and a score of scholars could find standing-room on its cork.

The copy-books used annually in these schools would form a carpet for nearly half of St. James's Park; all the people in Liverpool, Manchester, and Leeds could find standing-room on them; while placed end to end they would form a pathway across England and Scotland. Such are a few of the marvels of a year's elementary schooling in London.

Recent Deaths.

Mr. A. Newton Ebaugh died on Sunday, November 25. Mr. Ebaugh had been connected for the last five years with the department of Mathematics in the Manual Training High School, Brooklyn. He was a native of Maryland, and previous to his coming to Brooklyn had been vice-principal of the City College of Baltimore. At the general assembly of the school on the following Tuesday, a brief tribute was paid to the sterling quality of his character. Mr. Ebaugh was in his fifty-first year at the time of his death.

The death of William L. Eaton will be felt as a great loss to the schools of Concord, N. H. Mr. Eaton had for thirty years been principal of the high school, and for many years superintendent of the Concord schools. A Harvard graduate of the class of 1873, Mr. Eaton first taught in Uxbridge, and then in 1875 was appointed principal of the high school at Concord. He was fifty-five years old at the time of his death.

Mr. Ambrose L. Thomas, of the advertising firm of Lord & Thomas, died in Chicago on November 10. He was born in Thomaston, Maine, on January 10, 1851. Mr. Thomas' lofty ideals and sterling integrity of character had won for himself and for the firm of Lord & Thomas the highest esteem and confidence of all with whom he came in contact, either personally or in a business capacity.

Dr. William P. Kane, who has been president of Wabash College, Crawfordsville, Ind., died at a health resort near Hot Springs, Ark., on November 28. Dr. Kane had been ill all summer, but felt able to undertake his usual work at the opening of college in the autumn. He remained at his post until two weeks before his death, when he asked to be relieved temporarily of his duties, and went immediately to the Ozark Mountains to recuperate. Dr. Kane was about sixty years old and had been president of the college since 1899; previous to his election he had been a very successful minister in the Presbyterian church. His presidency was a period of great prosperity to the college.

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Significant and Curious.

In Darkest Armstrong.

SCHOOL DIRECTOR ORR WANTS WAGES REDUCED SO AS TO DRIVE TEACHERS TO KITCHEN WORK.

Unless S. S. Blyholder, ex-president of the Armstrong County School Directors' Association, can name the ward or the school principal alluded to in his address before the meeting of the Association in Kittanning yesterday, people will set him down as a prevaricator. He said that he knew of one principal in Pittsburg who paid $50 a year for his position. Another broad-minded and progressive educator said in regard to the dissatisfaction of the teachers at the present meager wages:

"Let them go to work in the kitchen. Then I wouldn't have to employ a foreigner to cook my buckwheat cakes as I do now. I'd have an American girl."

This was Dr. J. G. Orr, of Leechburg. —Pittsburg *Leader*.

School Principal Elected.

Miss Emma Matlock, a teacher in the Second District Schools, has been elected as principal of the school at Smithwood. She takes the place of William Caldwell, who was recently named as a railway mail clerk, taking a run between this city and Chattanooga. — Knoxville (Tenn.) *Sentinel*.

A Story of the Wine-Rooms of Denver.

"One Sunday I went to visit one of my probationers, and I found him cursing his mother, vilely, with an amazing command of oaths. Looking about, I saw that it was partly a house of assignation, partly a home for the very poor, and all the children were masters of men's language. Looking further, I saw, ten feet from the door of this house, the rear entrance to a wine-room—,wide open, tho it was Sunday morning. I went to the mistress of the house of assignation, and she, hardened tho she was, told me that this wine-room had supplied more than one bad place with inmates. Only a week before, she said, she saw two girls halt at that wine-room door. One was afraid to go in. The other was urging her, and while they were talking three men came out, seized the reluctant girl, and dragged her in. The next day the woman heard groans and sobs across the way, and she went to see what was the matter. She found the girls in the cellar, naked and drunk."

"My God!" the Judge exclaimed, "where was the policeman all this time?"

"Oh!" she said, "he knew all about it. He was in there, too, drinking with them."—*From "Ben. B. Lindsey: The Just Judge," by Lincoln Steffens, in the December McClure's.*

The French View of Marriage.

The French, guided by reason as they would say, regard the institution of matrimony as a rational regulation of the fact of sex, as a compromise between the rights of the individual and the rights of society. The man obeys, but under protest; he is willing to sacrifice his liberty so far, but, beyond that point, he regards self-abnegation as fanatical asceticism. Marriage, under French usage, is a partnership, in which such matters as character, tastes, education, birth, and property are to be considered; contracting families scrutinize the proposed bride and groom as if coming up for admittance into a club. They look at our custom of marrying for love with amazement, as we should look at a grocer's cart that started on its rounds at thirty miles an hour. Our system confines its views to the romantic dreams of youth and regards matrimony rather as a holiday cruise than a voyage for life. We may err in our endeavor to regard men and women as disembodied spirits; and yet we cannot but think that the French err in their resolution to be sensible and regard men and women as animals taken in the toils of society. Our theory may look too far into the future; theirs lingers too far in the brutal past.—H. D. SEDGWICK, in the December *Atlantic*.

Moki Beauties.

[From Maxwell's *Talisman*.]

The average Moki woman is, perhaps invariably, not large or obese. Short in stature, plump, and round of form, of pleasing countenance, with beautiful jet-black hair banged at the eyes, when clad in tasteful and colored blanketry, she presents a fair picture indeed to see. The manner of wearing the hair distinguishes the married woman from the virgin. The latter wears her black tresses gracefully done up in a large round coil several inches in diameter over each ear and projecting out from the head somewhat. The effect is delightfully novel, and coupled with the fresh and youthful appearance of the girls makes them special objects of interest. They used to be termed "sidewheelers," from their mode of dressing the hair.

The frontispiece of the December *Open Court* is a reproduction of Raphael's interpretation of Ezekiel's vision, and is directly illustrative of a detail in the opening article on "Theophanies," by Dr. Paul Carus. This is a discussion of the most important instances recorded in the Bible where God has appeared unto man. Other illustrations of this article are from paintings by Doré and Rubens

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"I was afflicted with psoriasis for thirty-five years. It was in patches all over my body. I used three cakes of Cuticura Soap, six boxes of Ointment, and two bottles of Resolvent. In thirty days I was completely cured, and I think permanently, as it was about five years ago. The psoriasis first made its appearance in red spots, generally forming a circle, leaving in the center a spot about the size of a silver dollar of sound flesh. In a short time the affected circle would form a heavy dry scale of white silvery appearance, and would gradually drop off. To remove the entire scales by bathing or using oil to soften them the flesh would be perfectly raw, and a light discharge of bloody substance would ooze out. That scaly crust would form again in twenty-four hours. It was worse on my arms and limbs, although it was in spots all over my body, also on my scalp. If I let the scales remain too long without removing by bath or otherwise, the skin would crack and bleed. I suffered intense itching, worse at nights after getting warm in bed, or blood warm by exercise, when it would be almost unbearable. W. M. Chidester, Hutchinson, Kan., April 20, 1905."

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Hammacher, Schlemmer & Company, of New York, have recently issued an attractive little catalog of tool outfits. The Company is making its bid for public patronage on the ground of the quality of the tools manufactured. The tools are real carpenter's tools and not the poorly made and cheap articles which have flooded the country, and in many instances found their way into the manual training departments of even good schools.

High-Priced Violins.

[From the *Violin World.*]

The prices in Europe for old violins are very high and are the same in every city and the dealers don't seem to care if they sell them or not; $8,000 to $10,000 is a regular price for a Stradivarius, and third-class Italian violins cost more than $1,000. August Gemünder says that no dealer in this country can pay such fancy prices and pay Uncle Sam forty-three per cent. duty besides. He urges that the duty be greatly reduced, if not taken off entirely, on old violins, so the dealer can purchase some of the instruments abroad.

As it now is, almost all Americans who study abroad buy their violins abroad also and bring them into the United States without paying one cent of duty. This is not fair to the dealers here, says Mr. Gemünder. Judging by the prices asked for old violins abroad, one would think that Europe is collecting the duty that the United States places on stringed instruments.

"Just From Georgia."

[In the Atlanta *Constitution.*]

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Whilst you're thinkin' o' the Christmas,
don't you fail to know
The old folks remember the days o' long ago!
Hair, frosty as the winter, an' steps
a-gittin' slow—
The old folks remember the days o' long ago!

I've looked at them—so quiet, in the
chimney-corner there,
Whilst all the world seemed happy, an'
Christmas filled the air;
An' I drew my chair up softly, an' I
whispered soft and low,—
For I knew that they were thinkin' of a
Christmas long ago!

Time goes fast to young folks, an' they're
likely to forget
That the sweetest love an' best love
hugs the chimney-corner yet!
An' I'm glad that still I feel it, an' I'm
likely still to know
The old folks there—dreamin' of the days
of long ago!

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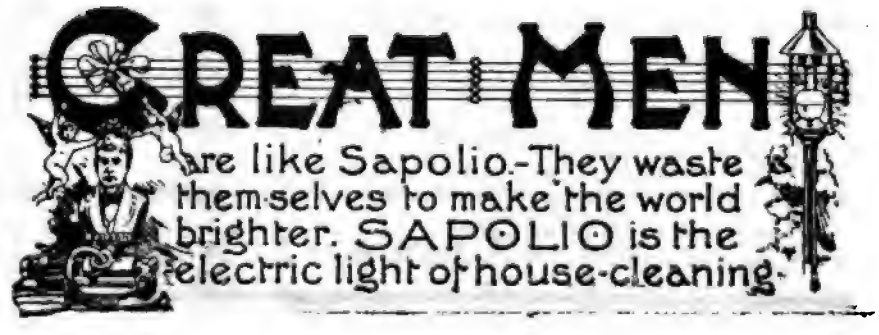

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* * * * *

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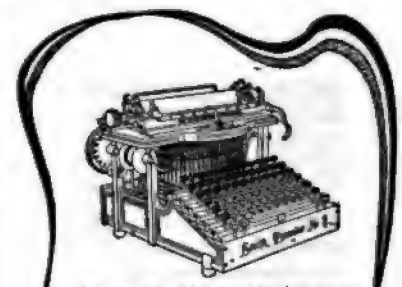

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII. For the Week Ending December 22, 1906 No. 23

OSSIAN LANG, Editor.

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Natural to Whom? Best for Whom?

If positiveness of assertion were the chief indication of the existence of a science of education it would not be difficult to convince the rest of the world that the teachers of teachers were in possession of it. Positiveness of statement, however, is not usually combined with positiveness of knowledge. Indeed, for a subject for which the claim of a science is made, there is probably none that has less of a basis of absolutely determined fact than education. At the same time there is no doubt that a science of education is in the process of formation. It has been ever since the day Herbart turned the matured keenness of his philosophical mind to the elaboration of a groundwork upon which to build such a science. Our present duty is to be careful in the analyses of educational problems as they arise. Vague statements have no reason for being, particularly at teachers' institutes. Every educational meeting should have the character of a serious conference seeking to arrive at fundamentals.

A great weakness of the average speaker at educational gatherings is hyperbolical exploitation of poorly digested psychological dicta. Psychology, to begin with, is only one of many sciences that are tributary to education; besides, it deals with universal elements. Education deals with individuals. G. Stanley Hall has pointed out the true guide lines: child-study—or better yet, the study of the individual pupils—must govern the teachers. The idealistic assertions derived from ethics and psychology must be constantly subjugated to the test of personal application.

The question opened by these cursory statements is a large one. I wish to point out, however, one simple phase. And that is, that the test "best for whom" be applied every time the declaration is made that this or the other plan, method, or device is "best."

Co-education is declared to be a good thing by one speaker, and bad by another. The reason is, of course, that the subject involves very many considerations; such as, age of the pupils, temperament, environment, school equipment, finances, course of study, etc. The departmental system involves similar considerations.

One speaker may plead passionately for a fuller scope of humanistic education, another will denounce Latin and Greek as useless, a third will argue for the paramount importance of industrial education, and a fourth will have all instruction commercialized. "Best for whom?" is the test to apply. It is not sufficient that the interests of a majority be served by this or that. Not a single individual must be left uncared for.

When religious education is insisted upon as the crying need of the time, the contestants seem never to stop to think of the personal side of the question. Of course, there are many homes in which there is not left one spark of religious spirit. But the condition is not universal. No universal remedy is, therefore, demanded. The question does not concern the common schools as such. In fact, the more consistently they steer clear of the field of religious instruction the better for them at the present stage of our civilization. Everything beyond teaching the fatherhood of God and the brotherhood of man is dangerous ground. Over against the homes in which no word of religion is ever heard there can be placed homes in which talk about religious matters is carried to excess. Best for whom?

An example that may bring out the present point even more clearly than the matters already touched upon may be found in the advocacy of different methods of teaching languages. From the large variety of contesting claims let us select two: the "natural method" and the "grammar method." The advocates of the natural method commonly base their declarations upon observation of the way and manner in which children and comparative illiterates acquire a language. The only thing they may be able to prove, actually, is that children and comparative illiterates acquire a language thus and so. To an intelligent adult this so-called "natural" procedure may mean a criminal waste of time and energy, especially if he already knows two or three languages. To him the grammar—so much abhorred by the "natural method" men—may be the most direct way. "Natural" to whom? Best for whom?

Facts About Teachers' Wages.

Mr. Charles O. Dewey, President of the New York State Teachers' Association, has asked Principal William McAndrew, the editor of THE SCHOOL JOURNAL'S department on the "Professional and Financial Side of Teaching," to figure out where the rise in cost of living has left the teachers of New York State. Mr. McAndrew has called together the standing committee on condition of the teacher. The two following circulars describe how the work will be done.

NEW YORK STATE TEACHERS' ASSOCIATION.

December 10, 1906.

DEAR FRIEND:

Your aid is requested in enabling the association to report the actual condition in which teachers are called upon to

work. During the past eight years the cost of necessities of living has increased to such an extent that the teachers' dollar will purchase scarcely three-fifths of what it would buy in 1898. Our committee on the Financial Condition of New York State Teachers should make a report at the annual meeting of the Association at Syracuse, December 26 to 29. In order that this report may represent actual conditions, you are earnestly requested to send to the chairman of the committee, Mr. William McAndrew, Washington Irving High School, 34½ East Eleventh Street, New York, the enclosed blank, carefully filled out.

In order that the information might be as fully up to date as possible, the inquiry has been made as near to the date of the meeting as could be done. In order that the information may be used, it must be mailed AT ONCE.

Feeling that you will be glad to assist in an accurate report upon the condition of our teaching force and thanking you for co-operation, I am,

Yours truly,
C. O. DEWEY.
President N. Y. S. T. A.

To WILLIAM MCANDREW, C. W. BARDEEN, WILLIAM L. ETTINGER, JOHN H. HAAREN, CHARLES F. WHEELOCK,
Committee on Financial Condition of Teachers, 34½ East Twelfth Street, New York City.

GENTLEMEN:

1. My name is.....
2. My address.....
3. City, town or post office.....
4. My educational position is.....
(Teacher, Elementary School, High School, etc., Supt. etc.)
5. In 1898 the yearly payment for filling my present position was $.....
6. For 1906 the yearly payment for the work of this position is $.....
7. The gross increase is [subtract amount (5) from amount (6)] $.....
8. The per cent. of increase is [divide amount (7) by amount (5)] $.....

The above facts, if received in considerable numbers from a sufficient variety of places in the State, will permit of valuable generalizations. Nearly every one now teaching can give information on lines 1 to 8. If, in addition to that, the committee can get the assistance of those specially interested and in a position to get accurate figures, the following data will be of great value. Returns, however, should not be delayed if item 9 cannot be speedily reported.

9. Increase of salaries in locality named above:

(*a*) POSITION	(*b*) YEARLY PAY 1898	(*c*) YEARLY PAY 1906	(*d*) INCREASE	(*e*) % (*d*) DIVIDED BY (*b*)

General per cent. of increases: Divide the total of column (*d*) by the total of column (*b*).....

10. General remarks, suggestions to the Committee, etc., may be written on the unused space of this sheet.

Votes for Compulsory Education.

On December 6 the people of Asheville, N. C., held a special election and declared in favor of compulsory education for all children from eight to fourteen years, and for the unemployed from fourteen to sixteen years old. The new law carries with it a $30,000 bond issue for new buildings and five cents additional tax on each $100 worth of property, and thirty cents on each poll for running expenses, making the whole tax for schools, city and county, fifty-three cents on the $100, and $2.20 on the poll. The bonds will be sold and the new buildings erected as early as possible, so that the compulsory feature of the law may be made effective. With the exception of West Virginia and Kentucky, where they have State laws, compulsory school attendance is a new thing in the South. So far as is known, this is the first time the matter has been submitted to the vote of the people. Doubtless other cities and States will soon follow the example of Asheville. A sentiment in favor of compulsory attendance is pervading the whole South. The principal forces back of the movement in Asheville were the Junior Order of American Mechanics, the labor unions, the superintendent of schools, and the teachers.

The Atlantic Union.

The "Atlantic Union" is a British social organization for the purpose of enabling Colonials and Americans visiting England to acquire a more intimate knowledge of English people and their customs than it is possible to gain by residence at an hotel and casual visits to the ordinary places of interest. Since its foundation, by Sir Walter Besant years ago, it has received the support of many eminent members of the Houses of Parliament, the learned professions, and those distinguished in art and science. During the summer months a comprehensive program is arranged, including visits to the Houses of Parliament, the Cathedrals in and around London, the Universities of Oxford and Cambridge, the principal public schools and places of historical interest, together with many social functions in London.

Ladies and gentlemen from America and British Dominions who are making a temporary stay in Great Britain and Ireland may be elected temporary members for one fortnight without fee, on introduction by a home or visiting member. These should at once register their names at the Hon. Secretary's Office, or send the application form fully filled, in order that they may be included in the invitations for forthcoming parties. Invitations will only be sent *after* the visitors themselves have made written or personal application to be elected temporary members of the Union.

The objects of the Union are:—

1.—To draw together the various English speaking peoples.

2.—To strengthen the bond of union by the formation of the ties of personal friendship among individual members.

The home members who have the opportunity of offering personal hospitality, or who by reason of official position are able to arrange that the Union's guests shall be included at functions which they control, are invited to help the objects of the Union by doing so.

The Union draws up every year a program of social functions, including dinners, receptions and "at homes," evening parties, lectures, concerts, personal conduct of parties to places of interest, and (with the co-operation of various scientific, literary, and archeological societies in the country), evenings or days of interest to specialists. The Committee arranges for the introduction of visitors to members. The latter will understand that it is desirable, above all, that their friends should not carry away with them ideas of English life and the old country solely from the hotels, while for their own part, they will learn the points of view, often widely different from their own, of the visitors from across the seven seas.

There are two classes of members, viz.: Home members and visiting members. The guests (or temporary members), must become visiting members if they wish to continue attending the gatherings of the Union when their temporary membership has expired.

President Roosevelt has appointed former State Supt. Charles R. Skinner, of New York, Assistant Appraiser of Merchandise at New York.

The Social Education Congress at Boston.

There is force in the suggestion made by Dr. Washington Gladden at the Social Education Congress in Boston that the capital defect of society is the tendency of the family to shirk its functions. He points out the fact that all the work of protection now performed by courts, sheriffs, police, fire and health departments, and the movements which tend to socialize the community, such as the work of our educational and religious institutions, was evolved from the family, and while its original functions have since been handed over in large measures to other agencies, the family is not released from responsibility for them, but must still remain the vitalizing, energizing force behind them all.—Springfield (Mass.) *Union*.

The Social Education Congress.

[Editorial in the Boston *Pilot*.]

Governor, mayor, and school officials joined in welcome to the Social Education Congress, which met in Boston last week, and in which experts discussed every phase of the training of youth into intelligent and efficient citizenship.

There was notable modesty among our American educators, and the prominent business men who joined them, in happy contrast with the young self-satisfaction which used to mark us all even a few years ago. The fact that, notably in the matter of industrial training, we have much yet to learn from the countries of Continental Europe, was freely admitted. Frank A. Vanderlip, vice-president of the National City Bank of New York, declared manual skill plays no part in American command of the world's markets, and that the abundance of raw material, magnitude of production, and ingenuity of machinery on which it rests, form a most unstable basis for a world power. Germany is our most dangerous rival, he added, because of her superior workmanship, due to her system of education; and he would have organized capital and organized labor in America unite in adding trade schools modeled on those of Germany to our educational system.

The Congress is sure to accelerate the development of the work begun in the United States in our textile and agricultural schools, and our high schools of commerce. Heretofore, young men of ability have been possessed with the idea that to prove it, they must join the already well filled ranks of the learned professions; that a high quality of brains has no proper play elsewhere. Gradually, we are becoming dispossessed of that notion, which has been responsible for so many lamentable failures in life.

The department meetings had every one its interest for the specialist; but the meeting of Sunday night, one of the best attended of the entire Congress, was of universal interest. "Conscience" was the topic. No lover of his country would feel any pleasure in forecasting its intellectual and commercial supremacy if he foresaw not also the high character of its people. As President Munroe expressed it:

> The golden thesis common to all the addresses we have had during the week is this—that the final and supreme purpose of all education is to prepare youth and to lead youth to a knowledge of, and to a love for and obedience to God and to the laws of God. If the splendid ideals of preserving the health of youth and developing the physical side of youth were carried out without developing the moral side of youth, we should breed a generation of magnificent animals, who would pull down and trample upon our splendid fabric of civilization.

One speaker claimed that Nature itself teaches morality, the necessity of co-operation rather than conflict, and this springs out of the recognition of the human brotherhood. The big and little kings of finance, and the envious poor men who would stop at nothing to get in line with the rich,—but who shall count them?—have evidently learned not from the beneficent Nature of this speaker, but from the Nature "red of tooth and claw" better known to the ordinary observer. Why is the co-operation of brotherhood better than the ferocity of rivalship if there is not a Divine command for the former?

President Stanley Hall suggested honor as capable of being made the dominant element in controlling life—but he granted that it might be easily perverted.

Archbishop Coadjutor O'Connell took up the word from President Munroe, that the body, the mind, and the hand should not be, "and fortunately in most cases cannot be," educated without educating the soul. The Archbishop admitted no exceptions. We quote here but a few sentences of the candid and forcible address which we give in full elsewhere:

> Neither the consideration of health, nor honor, nor the welfare of others, nor the elevation of self, singly or altogether, will ever be found sufficient at all times and in all men for right moral action. No one of them, nor all of them, can be urged, therefore, as universal motives. They will work at times, and they will produce effects momentarily and upon a certain high character of humanity they will be effective for long intervals. Many of them will not reach at all that class of humanity which most needs elevation. At best, therefore, they are partial, temporary and insecure. There is but one great universal power which never fails—the thought of God.

The Archbishop's address was heard with respectful attention. He expresses what a vast number of educators deeply realize. No means of making this conviction profitable to the heterogeneous multitude of our youth in the public schools, with perfect justice to every creed, has yet been devised; tho tentative solutions have been from time to time suggested. It is much, however, that a representative of the most experienced of Teachers is invited to set forth her well-tried and fruitful methods, at a Congress of teachers representing for the most part a system which, tho frankly undenominational, shrinks from being atheistic, and is fain to check the growth of grafters, socialists, and evil livers in our land. The need of religious teaching of some sort is generally admitted. We have a Religious Education Society made up entirely of Protestants. Reducing all religion to a common denominator will not meet the need. But in persevering discussion and effort, in the spirit of the great Lincoln, "with malice towards none and with charity towards all," a better way will be discovered.

Reaction Against Indolent Politics.

An important factor of American government is the factor of education and of the development of political character and industry, effected thru congresses of educators and of civic reformers, held almost every month in the year in some part of the United States. The recent convention of educators in Boston supplies an illustration of the beneficent influence of the intelligent and thoughtful on the general public.

The Boston Convention was particularly strong in support of technical education and it developed scientific reasons, moral and economic, for the expansion of technical schools, which for several years, has been strongly urged in these columns. If we

waste child life in frivolities, instead of diverting it to joy in productive work; if we allow brutal sports to dominate the high school and university we are unconsciously doing our worst to pervert the productive power of young people and to injure both their moral and industrial characters. Every aptitude that is capable of productive development, neglected by a defective school system, is so much subtracted from the total power of the community. There is no doubt that to-day 33 per cent. of our power is wasted because of defective systems of education. Conscience, character, and intelligence are more essential in teachers than in any other section of our community, only excepting the home.

The Boston convention went into many phases of the industrial and social problem. Stanley Hall of Clark University spoke on "Conscience from the Standpoint of Health" and especially reprobated the two moral standards which are often in evidence, one for Sunday and one for the shop, one for man and one for woman; one for business and one for politics. The number of so-called "respectable" people whose word is thoroly good in business and thoroly bad in politics, is increasing. Archbishop O'Connell spoke on the importance of religious faith.

Legislation in this country is effected indirectly rather than directly. This fact was illustrated in the splendid conversion of the Senate on railway rate regulation—a conversion led by a political evangelist in the White House, who accurately divined public opinion. The education of public opinion along the lines of conscience and intelligence, is greatly promoted by the various Congresses of religion, politics, and education which are held from month to month in this country. We need more agitators who wisely interpret the needs of state and nation. The first duty of thoughtful people in Maine is so to arouse public as to evoke some powerful man of the Roosevelt type in the nearby Maine Legislature.—Lewiston (Me.) *Journal.*

Application of Health Education Principles.

By ELLEN H. RICHARDS, Laboratory of Sanitary Chemistry, Massachusetts Institute of of Technology.

[Reprinted by permission from the proceedings of the Social Education Congress.]

Journeying on some distant planet we might come to a wide river with swift and deep current flowing between steep banks. We might find it the custom of the villages on the farther bank to hold, month by month, or year by year, high festival to which all the inhabitants on the hither side resorted. From time immemorial they had crossed in dugouts and on rafts, men, women, and children, and every time *some* had fallen into the water and had become chilled so that their pleasure was spoiled or their limbs crippled for life. Every time some raft had capsized and the weak were drowned. Many times the current was too swift and strong and the canoes were carried far down stream, so far down that the festival was passed before they could toil back with the canoes on their shoulders.

As we look, we wonder at this waste of energy and life, and we pity the ignorant, helpless people until, glancing to the right we see, across a narrower part of the stream, a slender bridge with a few travelers. We learn that a thoughtful and venturesome group had stretched across a vine cable scores of years before. Followers had added one improvement after another until a comfortable crossing was provided, but each person must go on foot and each must climb the bluff to the end of the bridge. But this done, the traveler was perfectly safe, for the side cables formed a channel from which no one could fall accidentally.

Yet we see very few travel this way. Most prefer the risks of the unwieldy rafts. They have companions with laughter and song, and if one goes over all go together; and if they do float down stream and run into another loaded raft, and send all its living freight to the bottom—what matter! It is fate—*it has always happened*, the river has always exacted its tribute. It is too much trouble to climb the long slope to the bridge; it means starting early and walking all the way. It is not worth it. Besides, is it any safer? "They say one could cross that way and have a good time and enjoy the festival, but then who knows if it is any better?" And so they laugh and dance and sing, and whenever one of the bridge travelers comes to urge them to take the safe way, they reply, "The raft is good enough for me. If I hit my neighbor's raft, why—he should have kept out of the way." So they will not help to build a wide and strong bridge over which wagon loads can go.

Some visitors with X-ray eyes coming from Mars or the moon might stand on the balcony of one of *our* skyscrapers and watch the stream of *our* people about their daily work and note the masses living in the midst of their own debris, dirt ground up in the street, dirt swept out of shops and houses into the streets, uncovered ash-barrels allowing ashes and paper to be caught up with every whirling gust and perchance landed in offices and sleeping rooms a mile away; he might see long dresses sweeping up tuberculous sputum, shoes smeared with germ-reeking mud, carrying a load into each shop and house visited. He would certainly see children with tonsilitis and diphtheric tendencies freely handling objects after fingers had been in contact with nose and mouth. He would see waiters in restaurants behaving in like careless manner. He would see well-dressed, intelligent-looking persons coughing violently in a crowded car. He would see food cooked and served in dusty, ill-smelling places. He would see the crowd following each other to have a good time regardless of conditions. He would marvel at the imbecility of a people who would permit such causes of illness as the hundreds of physicians and nurses and the palatial hospitals showed him were prevalent. Were they *all* so blindly ignorant and stupid, he would wonder: were there *no leaders*, none in whom the people had confidence!

If this stranger turned to universities and research laboratories, he would find a considerable body of useful knowledge lying on the shelves and in incubators, but the discoverer does not consider it *his* part to build the bridge, to lay a moving sidewalk on the slope in order to make it easy for men to rise to the level of the bridge.

Just as the Church for centuries burned or excommunicated the heretic philosophers who dared say that the earth moved, that it was not the center of the universe, so academic circles have too often excommunicated the scientific thinker who dared to apply the knowledge gained in pure science to the relief of the people's ills. Yet what is the value of knowledge except to make man better?

Altho science has triumphed in demonstrating the relative unimportance of the earth, the companion idea that man was an exceptional part of nature and exempt from the laws of nature, that he was a law unto himself and a ruler of all things, has survived in a latent, subconscious form, so that it is most difficult to persuade those who have not been scientifically trained, that man's power lies in his *understanding* and *applying* nature's laws, and not trying to oppose them.

Many-Sided Interest: How the Library Promotes it.

By JOHN COTTON DANA; Free Public Library of Newark, N. J.

I believe that libraries are for scholars; that they should supply the material which studious and thoughtful men need in pursuing their studies and ripening their thoughts. In libraries the lamp of learning should be kept always lighted, that here men of study and reflection—the guides we must always come to at the last—may relight if need be their several torches.

I believe that libraries are for delights, and should contribute directly to the happiness of their people.

I believe that libraries are for other purposes also. I wish now to set forth my belief that libraries should serve as incentives and stimulants; that they should try by all proper methods to increase the interest their constituents take in the world they live in; to the end that those constituents, the people, may find that the library they have set up has helped them to become broader, more generous-minded, better balanced and more able and willing to work for the common welfare with their neighbors —with their neighbors who are both their fellow-countrymen and their fellows of other countries. The library should be a mental irritant in the community; it should help to make the old fresh, the strange tolerable, the new questionable, and all things wonderful. I believe this because I think most people are too well satisfied with their own narrow lives, and do not take interest enough in the life about them; if they took more interest in it they would understand each other better, would work together better, and would make this a more peaceful, more effective and happier world.

Let me restate this ancient creed in another way.

A secret happiness is accomplishment. This is as true of a people as a person. A people's power of accomplishment is their social efficiency.

The secret of social efficiency is voluntary organization: not governmental organization, which is compulsory, but the free organization to which we chiefly owe our industrial development, our esthetic, our social, and our religious life.

This voluntary organization is voluntary co-operation,—to restate it in terms which make prominent its essential points of skill, free choice, and mutual aid.

The secret of co-operation is enlightened sympathy. Not pity, not condescension, but kinship of thought thru feeling, thru the good will which accompanies a clear understanding of the views of life, the prejudices, the creeds, and the aims of others.

The secret of sympathy is likeness in custom, ideal, and aim. How and why sympathy springs from similarity in manners, morals, and purpose is still a secret; but we know that we work gladly and well with those whose manners, tho they differ from our own, we are wonted to; whose ideals, tho they differ from our own, we know are not bad, whose ambitions, tho not ours, we find lead to no harm.

The public library, like the public school is the product of mutual aid, of a co-operation primarily voluntary. It is in turn itself a factor, and as such adds to social efficiency not by teaching directly how effectively to organize and co-operate, but by promoting sympathy. It exposes to many the similarities between manners, ideals, and aims which seem at first quite dissimilar. Government, diplomacy, war —these are on the surface in our relations, with other nations, for example, the Orientals. These superficial international relations point to a substratum of individual ignorance, narrowness, and selfishness. We first ignore, then despise, then fear, then hate the alien. But contact opens our eyes. We soon find that tho his manners are strange they are harmless; that tho his ideals are curiously expressed, they are high; that tho his aims are not what we inherit, they are worthy. Then we applaud, we sympathize, we co-operate,—and peace is here.

The native antagonism of races is as I have said, an exaggerated form of the personal antagonism which is at large among us, and among all other peoples, and always will be, until knowledge begets sympathy; and diversity of forms in manners, ideals, and aims is no longer taken for diversity in substance.

The library, in its efforts to expose to its constituents the likeness of their aims, customs, and morals, finds that as the secret of ignorance is indifference, so the secret of knowledge is interest. This secret is more important to library than to school. The school can compel to knowledge; the library must allure to knowledge. The schools are for educible young; the libraries are for persuadable old. The child is in the age of observation, acquisition, and change; the old are in the age of knowledge, conviction, and creed.

How then,—and this is the library's question which is always waiting for more fullness of answer,—how can the library arouse in its people an interest in the wide world? How can it prove itself the proper inheritor of the efficiency of the Athenian Gadfly? How make its supporters feel that this world is full of the permanent possibilities of pleasure? How make them realize that tho wisdom linger when knowledge comes, without knowledge wisdom will not stir abroad? How show them that to be interested is to be laying up knowledge? that to have a many-sided interest is to have sympathy and willingness to co-operate? and that will follow skill? and that he who has power and will to co-operate has acquired a social education?

The good book is alive. A gathering of good books is an organization of the wise. Any library may stand idle, but every library has infinite capacity for good work. The library can hold its books to the simple task of giving strength, incentive, and guidance to the few who spontaneously seek them; just as the school can wait upon the call of the student who comes and asks its aid. But the library may also awaken interest and stimulate inquiry; just as the school summons the indifferent to its tasks by making plain the pleasures and profits of the knowledge it can give. But the school can also command attendance and compel study; while the library can invite and attract, but no more.

It is in the wide range of its powers, the variety of its profferings, and the number of its constituents that the library finds its advantages over school and college; and these same advantages assure the success of its efforts to add to the interest of life.

But first it must make known its powers. It is under the burden of misapprehension. Books were formerly for the bookish only. The bookish formed a class apart. They were literary in the old sense of the word. From those days comes the feeling that a public collection of books is a collection of literary books useful chiefly to the professed student of books and to the reader of *belles-lettres*. In my town a library can openly follow its mission for seventeen full years, and an active man of affairs in the town can still express surprise when he learns that his library will gladly answer his inquiries, to the full of its abilities, about the price of books, the choice of books, or the tests of wood-block paving. The instance is typical. The fact is told a thousand times yet it is still known to but few, that while the library is for students and readers; it is not for them only

but is also for the daily use of every citizen. Just what this will mean in the life of our towns and cities, when all are awake to its possibilities, it is impossible to say. I am sure the librarian will then look on its figures of books lent as even less important than he considers them to-day.

First, then, I repeat, the library must make itself known, and it must make itself known, not so much as a library in the conventional sense of the word, as an index, easy to reach and easy to use, of all the facts of life, all the best theories of life, and all the skilfully woven fancies of life.

The newspapers, many of them at least, understand the library better than the librarian. They note that to its shelves come reports of all that the world is doing, saying, and dreaming, and they may well wonder that so little comes from them. The news is a little belated for morning scareheads, it is true; but in fullness, accuracy, and depth it excels. The librarian cannot retail this world-news thru the daily press; but he can bring it nearer to his people than do a few figures of circulation and a bibliography of earthworms. The daily record of the library's additions to the possibilities of profit, pleasure, and wisdom on its shelves should fill a corner of the paper and be found of interest by many. Librarians will know that I am not speaking from experience. Rather, I am prophesying.

The library should be a commonplace to every one. To use it should be as natural when one needs news or knowledge, fiction or fact, as it is to use the trolley when one needs transportation.

The telephone is the mutual friend of all. It is a great leveler, and it adds a million strong-threads to that great social fabric which we are all trying to weave. It brings the library, in a sense, to every fireside. That its use between the people and their books has been so little is another indication of the academic remoteness of the library. Having found by telephone that the book, pamphlet, journal, catalog, quotation or what not is in the library, the inquirer should be able to have it quickly brought to him. Private enterprise delivers its goods; a public institution can well imitate this example as far as means permit.

The newspaper and the telephone bring the library into the every-day world. The newspaper—I am repeating my prophecy—shows from day to day how the library gathers the best that is done and thought and said in the world in every field. The morning paper says that Peary failed; the library soon will have in its books the story of the successes of his failure. Santos-Dumont flies; Herculaneum is to be excavated; the English soap trust dissolves; Japan floats a ship of war;—these are the morning's notes. Later the library offers the same, in book or journal, carefully considered and set in proper relations. Of each of these and ten thousand other things a few wish to know the full truth. So far as the library gets full and careful chronicles it should let their coming be known. To do this requires scholarship, of which our libraries have not enough. But parenthetically let me say that they never did have enough. Many of the old librarians were readers, few of them were students. They cultivated the muses; but the muses did not respond. Their admirers mistook a cheerful literary geniality for high converse and apt reference to the learned for learning itself.

Often it is possible for the library, by note, or postal, or brief list, to send to the one or the few in its city that word about book or journal which is just what he needs. In time the organized special information work of a public library will be very great. Many will ask for what they need when they need it. Many will ask, also, to be told when that which they need comes to the library shelf. Private enterprises can clip you the notes you wish from a thousand journals as they appear. Surely a public institution, for a moderate fee, if need be, can furnish notes of books and articles on special subjects.

If you say all this is informing the library's constituents and not interesting them, then I have not made my chief point plain. The library contains information, more or less full and recent according to its resources, on every subject that every person in its city finds it interesting and profitable to know about. And if there is any subject which would interest any of its people did they chance to hear of it—about that subject also the library has information. Now, given a storehouse like this, if it make itself widely known for what it is, present interests will be fed, new interests will be aroused.

I am aware that these remarks smell more of commerce than of the lamp. The old-fashioned student, if he heard them, might well ask where he can find, under the conditions I suggest, that old-fashioned library with its penetralia perfumed with emanations from ancient volumes in which the old-fashioned librarian pores over books that are books and joins with inquiring spirits in peaceful dialog. Let me say to this that I began with the axiom that libraries are for scholars. Then let me add that every library, even tho the rumor get abroad that the active motion within it has penetrated the places some would wish reserved for the spirits of the dead and the meditations of quietists;—every library, I say, no matter how grievously awake and sinfully modern it may be, can furnish a quiet corner for rumination. Every librarian delights in its readers. If to any the old books and a place apart are of the essence of library enjoyment, these the librarian can provide and will with pleasure.

Then let me add that the disturbance of that fine quietude which old folios, disintegrating leathers, ancient dust, and venerable readers typify, by change, newness and restless use, is not a new thing. Had Caesar perfected for Rome the great public library he planned it would not have been an abode simply for the ancient browsers of the day,—unless we are quite mistaken in our Caesar. When all the libraries of Rome rejected Ovid's books as not fit for their readers, the wits surely had their joke about silly and presumptious censors of morals and the passing of the good old times when libraries let the wise choose their own reading. The latter-day librarian, one says, is too commercial and talks too much of methods of persuasion and conducts his place as if readers were not born, but made by advertising. Well, the Ptolemies ransacked the world for books and then that these might not uselessly lie idle provided food and lodgings for the readers they invited! To this, with all its modernity, the American free public library has not yet come. Lipsius asked, three centuries ago, why gather books if they are not to be freely used? Mazarin, fifty years later, was proud to open his library to all the world without excepting a living soul. These, mind you, are ancient ideas, not new ones. And it is cheering to feel that the librarian of to-day is awakening at last to their full import.

The library, then, should be accumulative of books; hospitable to students; a sedative for quietists, and provocative of interests,—and the last is not least. To be stimulating it must be known, easily reached, and by post and telephone easily bespoken.

The rest of my argument is not so easily set down. I wish to touch in a few words on some of the activities which, in harmony with the thought that a people's books should broaden and multiply that people's interest, emanate from or find their first movements within our modern libraries. Again I do not speak from experience or from the history

library. I say simply that things like these are done in this, that, and the other village, town, or city; not all in any one.

A lecturer of note is coming; a famous opera is revived; the art of printing is discussed; the river front is to be redeemed; the smoke nuisance is to be abated; the library sets forth in newspaper or special list the best and latest writings on each and every one of these topics.

The town needs a museum of art, of science, of local history; the library is among the first to note the fact; by letters, lectures, and references to appropriate books and pamphlets it brings the need home to the few best fitted to consider their advantages and opens a corner in the library to the humble beginnings of one or all of them.

Foreigners, knowing no English, flock to the factories. The library calls in the children, and gives them the English books they ask for; thru them it attracts the parents; learns that the latter wish to read of their new country in their own tongue; finds that there are no books in foreign languages which simply and briefly describes us and our ways, and sets to work to have them written.

Posters about the library go up in railway stations, trolley cars, and other public places.

Lecture courses are given in library halls and at them the library's appropriate books and lists thereof are shown and distributed.

Children whose homes are without books, ideas, or reading habits are taught the pleasures of literature by wise story-tellers and skilful readers.

Branches are set up here and there in cities; books are sent by the basketful from the village library to country cross roads; open cases full of books are put in stores; tiny libraries are sent to homes in remote corners of the city and to lone farmhouses among the hills; library agent tours a State, enlightens, interests, instructs, and exhorts by turns in every village and town—all to the end that more may find pleasure and profit from books and thru them multiply their interests, moderate their prejudices, and broaden their sympathies.

In due course every school-room becomes a library, every teacher a librarian, and every pupil is encouraged to form the habit of reading good things and collecting ideas.

The library displays collections of beautiful things. The sciences and the trades also are shown, and the library becomes now a miniature museum of some industry, now of some art.

The story could go on thru many other details; and you may think it strange that one ventures to say it is not enough. In answer let me say that for all our eighty millions we publish few of the best books, we do not maintain properly a single weekly or monthly journal of high scholarship, we are self-centered, unduly prejudiced in our judgments, and are thoughtless and clamant hero-worshippers. Our published utterances are what we should expect. Out of the conflict between them come many sparks of wit, but these rarely flame up into the clear light of sound learning. We need to feel that others also think, and think with care and with background of more learning than is given to many of our people to acquire. In the libraries are the books of the wise; the very souls of the wise. We are all learning to read; perhaps the library will in time learn how to induce more to read the best. If many read the best, interests will multiply and deepen [illegible] Herbart was not mistaken, broader views wi[illegible] and wiser councils will more often prev[illegible]

Our Lindsay Swift lame[illegible] the cry went forth that the libr[illegible] man and not a scholar." [illegible] turned a bit when we [illegible] library bus[illegible] find his li[illegible] among us! Also we may take his humor with better grace, if we remember that while many may refine subtly on the violin, flute, and other tender instruments, for a complete orchestra one at least must beat the drum. And, once more, it had been a sad day indeed if the cry had gone forth "that the librarian must be a scholar and not a business man."

Thru all this paper I have assumed, what librarians know quite well, that in a library's books are found all the interests of life; I point my story once more by saying that it is one of the library's duties to make known to its people that this is true; and that in their books are all the thoughts and deeds and dreams of all men, and that thru these their books they may get the broad and wholesome view of things.

If I speak too much of the art of making things known to others, of helping others to find that this is an entrancing world of wonderful deeds and charming fancies and humorous contrasts, and if I say too little about our own shortcomings, I do not regret it, for I confess I am just now beating the drum. A sentence of Pater's, which I paraphrase, may help you to see my point of view. "To his pious recognition of that one orderly spirit—scholarship—which diffuses itself thru the world and animates it, the librarian adds a warm personal devotion towards the whole multitude of the old gods—the good books—and one new one besides—utility—, by him we hope not ignobly conceived."

Coming Meetings.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December, 26, 27, 28.—New Jersey State Teachers' Association, at Atlantic City.

December 26, 27, 28.—South Dakota Educational Association will have its 25th Annual Session at Sioux Falls.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

December—during holiday week—.Washington Educational Association will be held in Bellingham, Wash.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis.

December 27-29.—State Teachers' Association will meet at Milwaukee. Lectures will be held in the evening of the first and second days of the meeting.

December 27-30.—Southern Educational Association will meet at Montgomery, Ala.

December 27, 28, 29.—Idaho State Teachers' Association will meet at Boise.

December 26-27.—Eleventh Annual Meeting of the New York State Science Teachers' Association will be held at Teachers College, New York City.

December 27, 28, 29.—Missouri State Teachers' Association will hold its 45th annual session at Moberly, Missouri.

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The Social Improvement of Grammar School Graduates in Business Life.

By E. A. FILENE, Boston.

(Address at Social Education Congress.)

Ninety-five per cent. of the children in the United States finish their school life by the time they are fourteen years of age. A large proportion then enter business without having any special preparation for the work which is before them.

When we consider their age and previous experience, we find it extremely difficult to outline a practical plan for training them to succeed in business and to become useful members of the community—that is, a plan which can be carried out by a business house under its own roof.

Many business houses all over the country are trying their best to grapple with this problem, some with more success in many directions than our business has attained. Yet I suppose that this subject has been assigned to me because I am a member of a co-operative association of employes and employers, and a member of a firm which has been attempting to meet this question, and that for this reason I ought to deal with the subject largely from the standpoint of the concrete experiments we have made.

In our store we have tried to study this question with great care. We find that when a boy comes to us at the age of sixteen (we take none younger), he has usually been out of school for two years and has held four, five, six, or even more positions during that time. He has too little power to read, write, or speak correctly, and has learned almost nothing of practical values since leaving school. He lacks initiative and has little sense of personal responsibility. He does not realize that for him the business house is a substitute for the high school, and that if he is to continue to grow he must study his work, during business hours, and make good use of his time outside of business hours.

Our problem is then: How can we take the youth who comes to us with these characteristics, and train him to succeed in business and to develop power of social and civic service?

In our business we say the conditions of success are:

First—Good health.
Second—Straight thinking.
Third—Hard work.

If I am right in thinking that these three conditions are, broadly speaking, also fundamental to the best training for the broadest social service that can be given grammar school graduates, then it may be well to inquire what can be done in business life to secure them.

With us the effort in this direction is made partly by the firm and partly by the employes themselves.

The firm employs a welfare manager, provides a clubhouse for the use of employes and carries on educational work which is designed to increase the usefulness of employes and thus develop a competent force.

The employe, with the aid of the welfare manager, carry on various club activities, many of which are educational in character.

The employes work thru the store co-operative association, which includes in its membership not only all subordinate employes, but all of the store executives and the members of the firm. In this association each member has a right to vote for the officers and to hold office himself, if elected; the right to vote on every rule governing employes in the store; and the right to propose any measure which he believes will improve conditions in the store and to urge its adoption.

It is not necessary to describe here all of the work that is done by the co-operative association; or to distinguish between the work done by the firm and that done by the association.

I shall merely refer briefly to some features of the work in order to suggest what we believe should be done for the social improvement of the younger employes.

We believe that the foundation stone of all good work is sound physical health. This is true, not only in schools, but in stores, factories, and large business houses. I am confident that in the future these institutions will all place far greater emphasis upon it.

In recent years the public school authorities in many of our cities have paid an increasing amount of attention to caring for the health of both teachers and pupils in the schools. They have provided oculists, physicians, dentists, trained nurses, and other specialists to supervise the health of the public school children. They have equipped many of the schools with baths, gymnasiums, and lunch rooms, and have given the study of physiology and hygiene a more prominent place in the school program.

The time has come, however, to make these provisions general and of more importance in all our public schools. Expert medical supervision of the primary and grammar schools especially needs greater extension, for most of the grammar school graduates who come to us have as yet little or no knowledge of the simplest laws of diet and hygiene. More than that, almost every teacher in the grammar and primary schools, and in the kindergarten is confronted by this problem of health. Teachers concur in the opinion recently expressed to me by one of their number, that this question of health is a blank wall which in many cases stops much of the progress that might be hoped for in the lower grade schools.

After all, it is very easy to find fault with the public schools, which are, in truth, fundamentally responsible for only a part of what they are blamed for.

Each community will have as good schools as it deserves, that is, as good schools as the citizens demand, and fight for. Nevertheless, the time has come when what is taught, and how it is taught, should be reconsidered, and reshaped in the light of the use to which it is to be put.

Even after the school has done its full duty in caring for the health of the children, there still remains a large share of this work for the business men to do. We find that the physicians employed in our store have helped to cure many troubles, which might have proved serious had they been neglected, as they usually are by employes when a physician cannot be reached easily and cheaply for consultation.

Many factories and business houses in all parts of the country have found that it pays to establish baths, rest rooms, and gymnasiums as a part of their equipment, and to train their employes in the use of these facilities. At the plant of the National Cash Register, for example, the employes stop work for a recess in the middle of the forenoon, open the windows and devote ten minutes to light gymnastic exercises.

In our store the co-operative association conducts a lunch room in which employes can obtain nourishing food at prices that are as low as they have been paying for much poorer food at lunch rooms outside.

It employs a doctor, a dentist, an oculist, and a trained nurse, who can be reached easily for consultation during business hours.

It provides rooms for rest and recreation during the noon hour and an emergency room which can be used in case of accident or sudden illness.

And it creates an insurance fund which gives sick and death benefits to all who become subscribers.

Members of the association are encouraged to suggest any measures which will improve the conditions under which employes are required to work; and thru the executive council, which is elected by the entire association membership, they can vote on the adoption of such suggestions. In this way every one in the store, whether an employe or a member of the firm, takes an active part in building up and caring for the physical health of the entire force.

We are also working to develop efficiency in business, trying to teach our employes how to work intelligently—to think straight.

There is a course in salesmanship which every member of the sales force is required to attend.

The subjects taught include: Store policy, outlined in a series of monthly talks by members of the board of managers.

Textile and style talks by our own buyers, and other experts, who discuss textile fabrics, including cotton, wool, linen, silk, etc. These talks are illustrated by collections of specimens, showing the raw materials used in making the goods we sell, the process of manufacture, and the chief characteristics of the finished product.

Store system, in which our executives describe the organization and inter-relation of our various departments, outline the systems which are in use, and point out errors and mistakes which need to be corrected and guarded against.

Outside speakers are also invited to address us on matters pertaining to salesmanship or co-operation, or other subjects of general interest.

We have also tried to teach color and line harmony, and even had a class and general lectures on elementary psychology.

I am going to venture the opinion that we get more out of the same amount of work than do the schools, because the boys and girls know that all their study in the store may, or will be of use to them in bettering their wages or their position, and therefore most of them desire to learn.

If this is so, as I firmly believe it is, it points out one way of increasing the efficiency of our grammar schools. If these schools can inspire a desire to learn on the part of the pupils for the same reason that this knowledge is likely to be of definite use, then a long step forward will have been taken.

It is possible to allow a valuable subject to be studied in such a way that the mental energy and the will power of the student will be diminished, rather than increased thereby. And it is, after all, this mental energy, this will power, which is the important product of any school.

I remember saying at a conference some years ago between business men and teachers of the lower schools, that it did not seem as important to us business men what was taught, as how it was taught, and if teachers could turn out for us graduates who had been trained to connect rationally cause and result as far as was possible for boys and girls of that age, I had no doubt that we should be able, far more easily, to teach what was necessary for them to know for business success and in much less time than the schools could teach it.

One of the most definite efforts which we are making to increase the business efficiency of our younger employes is the work carried on by the Young Men's Educational Club. The stated aim of this club is "to help our young men to succeed in business and to provide recreation opportunities for them."

The Club meets once or twice a week, under the leadership of several of the buyers and store executives. It has a membership including more than half of the younger male employes. There are talks on business training, store system, character, and recreation, etc., and systematic study of language, mathematics, and commercial geography.

The language work includes reading, spelling, and penmanship. The mathematics deals especially with the business applications of arithmetic, all of the problems being chosen to illustrate actual operations in our own store.

The commercial geography is a study of the raw materials used in making the articles sold in our store, the sources from which they are obtained, the processes of manufacture, and the characteristics of the finished product.

The boys take a great deal of interest in this work and they find that many of the topics which they have studied in school become far more interesting and helpful when studied in connection with the work of the store.

The club work was begun only a few months ago, but the boys already give promise of developing the qualities which are needed by subordinate executives in the store. Instead of drifting on to begin again in another store, these boys will be promoted, and if they continue to grow will be advanced to responsible positions.

All these things, however, could be better done, or at least would be greatly helped, by a school for business apprentices—a school that would receive the grammar school graduate soon after he leaves school, teach him to care for his health, give him business efficiency, and help him to become an active, useful member of the community.

In Germany there is a very general recognition of the need for schools of this kind. The Germans believe that every efficient worker, whether in trade, business, or profession, requires a general education, and also technical preparation for the work he is to do. They do not allow grammar school graduates to end their education when they leave the grammar schools. They have established for them a definite system of continuation schools, and every employed youth, boy or girl, between the ages of fourteen and seventeen or eighteen years, is required to attend one of these schools in order to fit him for his work.

We may take the schools of Munich as typical of the best institutions of this kind in Germany. There are general continuation schools in which employed boys and girls who have not yet entered a particular business or trade can continue their general edcuation, technical continuation schools in which youths are trained in thirty-seven different trades, including every important industry carried on in Munich, with the exception of brewing, which is provided for by a more advanced technical school, and commercial continuation schools for the training of business apprentices.

All of these schools are carried on by the public school authorities. Every employed boy or girl is required to attend for three and sometimes four years, and employers are required by law to give their employes the necessary time—six to ten hours a week, depending on the school they attend.

Each pupil is, of course, required to attend the continuation school planned for the particular trade or business in which he has found employment.

The continuation school for business apprentices

is the one which serves best to illustrate the subject of my paper.

In this school pupils are required to attend eight hours per week during the first year, ten the second, ten the third, and six the fourth. The subjects taught are arithmetic, bookkeeping, banking and exchange, business correspondence and reading, commercial geography and the study of materials, studies in life and citizenship, stenography and writing. All the problems in arithmetic are taken from the actual business in which the pupils of a given group are engaged, and personal and public hygiene are given careful attention.

In outlining the work of these schools I have quoted freely from the little pamphlet on the "Technical Continuation Schools of Munich," by Prof. Hanus, of Harvard University. In summarizing the results of his study, Professor Hanus reaches the following conclusions in regard to these schools:

"1. They solve the problem of how to keep under appropriate educational influence during their period of adolescence that great body of youth who are obliged to leave school when only thirteen or fourteen years old.

"2. There is no economic or educational waste. Attendance being compulsory, punctuality and regularity of attendance are assured.

"3. The subject matter taught is well adapted to the end in view, namely, the extension of the youth's education as an individual and as a citizen, and the foundation of professional interest and technical skill in his chosen calling.

"4. Since representatives of the several trades and businesses are on the governing boards of the several schools, technical work should be and probably is determined by the actual contemporary needs of the several vocations represented by the schools."

The work that Germany is doing in her continuation schools should prove very suggestive to Americans. We are spending in this country many millions of dollars each year to maintain our public schools. We do this because we believe that the safety of the Republic depends upon the intelligence of her citizens and therefore it is the duty of the Republic to give every one of her citizens a good general education.

Germany carries this policy one step further, however. She says that the prosperity of any commercial and industrial nation depends very largely on the technical skill of her working people, and that it is the duty of the State to develop this skill in public continuation schools, established for the purpose.

I believe that if we in America expect to compete successfully with Germany, we must train our public school graduates in schools which are similar to the German continuation schools. There is no good reason why work of this kind should not be carried on in Boston during the coming year under the direction of the public school authorities. We have already established a new commercial high school which cares for some of our grammar school graduates. The greater part, however, are unable to attend this school, and have gone to work in factories, offices, and business houses. They should not be allowed to stop their education at this point. I believe that the business men of Boston should invite the School Board to consult with them in regard to this question. There should be no serious obstacle in the way of carrying out some plan for conducting a commercial continuation school in the building of the new commercial high school, and under the supervision of the principal of that school. The classes might be taught during the first year by the high school teachers, aided by men chosen from among the executives in the various business houses from which the students are drawn.

The curriculum should include nearly all of the subjects mentioned above in describing the German schools.

During the first years the business men of Boston should be willing to provide the funds needed to carry on the work, if this is necessary.

Such schools would be a great aid in stopping the tremendous economic waste that is going on at the present time, because neither the public school authorities nor the business men make any adequate attempt to train grammar school graduates for their life work.

I realize, however, that all of these things about which I have been talking are only a part of the preparation for broad social service. The work which can be done by business men within their own establishments will, it is true, lead indirectly to the social improvement of the grammar school gaduates whom they employ.

There are outside agencies, however, which should also be called upon to aid in this work. The public library, for example, can be of great service by furnishing good books for our grammar school graduates to read. But how shall we cultivate a love for good books, and how direct this reading along the right channels? One of the most practical solutions of this question is furnished by the plan which has been tried very successfully in many of our large cities for establishing branch libraries in business houses. Here the boys and girls can find in a room set apart for the purpose, good books and a trained attendant who will help them to select from the large general catalog furnished by the public library, books that will enable them to carry further their study of any subject in which they are especially interested.

These books are delivered free by the public library, and called for when readers have finished with them.

Public museums can also perform a very important service. Take, for example, the Philadelphia museums, of which our chairman, Dr. Wilson, is the director. They have presented collections and specimens to the public school authorities of every important town in the State of Pennsylvania. These collections contain specimens of all of the leading raw materials of commerce, the textile fibers, the food stuffs, the minerals, and the products of the forest. These are arranged in economic series, showing processes of production and manufacture, and each important series is illustrated by photographs especially taken for the purpose and in some cases by colored lantern slides.

If all of the great museums of natural history and art would perform a similar service for the schools and business houses in their neighborhoods, and furnish permanent collections or possibly traveling collections of a character similar to that of the Philadelphia collections, they would give a tremendous impetus to the movement for continuing the education of grammar school graduates in business.

Another agency which we have found effective is the club or society, in which our young people can develop a certain amount of skill in self-government. Among our employes the opportunity for work in this direction is furnished by the store co-operative association and its various clubs, in these organizations every one, from the office boy to the general manager, meets his fellow-members on an equal footing.

It must be admitted frankly that few of the younger employes are prepared to make very good use of this opportunity for self-government. More could be done if the schools from which the children

came had trained them by means of school cities or some other form of self-government. Even without this preparation they in time enter into the spirit of the work and obtain results that surely make for broader social service, but some previous training during the school life would make results come sooner.

Another important factor in the social improvement of employes is the influence exerted by the honesty and integrity of the business men and women with whom they are associated. We state the argument in favor of this contention in a rather utilitarian way to our employes. We say: "If you do mean things or tell a lie to a customer, we believe that there is no reason why you should not treat us in the same way; and when we have lost confidence in your honesty and truthfulness, you can no longer be of service to us."

It seems to me that the various outside agencies which I have mentioned and the various forces acting from within should work together for the social improvement of the younger employes. We should teach them to care for their health, to make every effort to become efficient in their daily tasks, and to keep before them constantly a high ideal of social service. We should help them to realize that "When work is for the common weal, then work is worship, work is prayer." And when the time comes that these lessons shall have been really mastered, then the social improvement of grammar school graduates in business life will be an easier task than it is to-day.

Self-Government by Students in School and College.

By PRES. W. O. THOMPSON, Ohio State University.

[Address to Social Education Congress.]

The subject selected for this evening, upon one phase of which I have been requested to offer a few remarks, grows in interest as society begins to recognize the school as an ever-increasing social force. Just as modern democracy has widened its horizon and the developmental functions of the Government have been receiving increasing attention, so the school has steadily taken on importance. Whether we like it or not, the school has assumed a very large place in the development of youth hitherto believed to belong to the family and the Church. We may debate to our heart's content the relative place to be occupied by these three great institutions, but in the practical development of society the school occupies a steadily increasing area. The public standards of education and the tendency toward compulsory education everywhere in the country, together with the growth of public sentiment in favor of free text-books as part of the equipment of the school, all unite to make the schoolroom a training school for citizenship. It is not without reason, therefore, that people are insisting that the school shall be held more and more responsible for the quality of our citizenship. In the presence of this increasing responsibility the problem as to the best methods of training in citizenship is not easy of solution. Self-government in schools and colleges has been looked upon by many as important, because it looks to this end.

As a matter of history we recognize that there has been a steady development in the care and discipline of our schools. Corporal punishment has practically ceased everywhere. The old ideas of government in the public school and the college were largely monarchal. This was probably due to the fact that the teacher was regarded as standing *in loco parentis*. The early idea of the parent was that he was a person whose authority should not be questioned and need never be explained. The parent of earlier days did not feel called upon to discuss the rightfulness of his authority. He was disposed rather to insist that it be recognized. Accordingly, teachers revealed the spirit of the age only slightly modified. The responsibility for the pupil or the student at college was placed upon the teacher by the public, and more or less willingly accepted by the teacher. The private school always made mention of this nurture and care as an attractive feature in soliciting students. Doubtless there have been times when colleges resorted to student government because they knew not what else to do. Certain evils existed which neither president nor faculty could correct. They sought to shift the responsibility from the teacher to the student, as the parent oftentimes had shifted it from himself to the teacher. Recent years have witnessed a tendency to shift the responsibility for student disorders to the State, by insisting that such matters should be under the direct supervision and control of the police power of the State. This effort emphasizes the fact that students are citizens always and students temporarily; that student life does not in any way release from the obligations of citizenship. It assumes further that students in colleges are of sufficiently mature age to be treated as citizens rather than as candidates in training for citizenship. In accordance with the usual tendency toward imitation, public high schools are emphasizing the same features and relying upon the police power of the State to protect the institution from disorderly conduct. In the lower grades relief has been sought thru the reform school or other especially arranged centers thru which delinquent and defective students are segregated.

This shifting of responsibility, or, as some would prefer to say, this new conception of where responsibility really lies, has given rise to the theory that all children and students should be brought to assume responsibility for themselves, should be encouraged in self-control, and be directed as little as possible. In other words there is a decided tendency to push responsibility farther down. It has long been the cherished theory that where government is least needed, man is most free. If by any means, therefore, we can initiate the principle of self-government early in life, we may hope to reap larger fruits from it in the mature years.

It may avoid confusion in our minds if we keep close to the meaning of our terms. Government is associated with some degree of external force. The State is sovereign only when it can enforce its decrees. Government is effective only when it can do the thing it starts out to do. We think of it in this country as having three different functions—legislative, executive, and judicial. In the legislative function the State expresses its will, in the judicial, it interprets it, and in the executive enforces it. Weakness at any one of these three points is fatal to sovereignty. The sovereignty of democracy lies in the people. Any form of government, therefore, that does not carry with itself the sovereignty of the people is a shadow in fact, whatever it may be in form. The highest expression of sovereignty is the ballot. The age at which the citizen may exercise this duty may be more or less arbitrary. Nevertheless, it expresses the common

agreement that citizenship is the highest honor and the distinct badge of sovereignty in a democracy. So important is this truth that no organization among men may ever have an obligation contradicting the obligations of citizenship without being subject to the charge of disloyalty and possibly of treason. All organizations of men must, therefore, recognize the superior authority of the law of the land. To obey that law is the highest duty of the citizen, and to enforce it is the chief duty of the officer. From this point of view no organization of children or minors can assume the place of the State; nor can it exercise the functions of sovereignty. It appears equally clear that no organization of children may assume the duties or obligations of parenthood or of the Church. The limitations of student government manifest themselves at once. It is noticeable that in all the efforts that have been made in this direction, the teacher, the school, the Board of Education, have not vacated authority, but have, as a concession, granted the privilege of government and control under approved principles as expressed in the constitution and legislation thereunder. In the George Junior Republic, for example, there is a final authority outside of these Junior citizens, so that there is always present the question as to the limit of power and the extent to which such a Republic could coerce one of its citizens. It would seem, therefore, that in all such efforts, praiseworthy as they are, and beneficial as many of the results doubtless are, the process is really one of experiment for the purpose of education. It has brought more emphasis to the pupil or student upon the importance of self-control, cooperation with others, and of obedience to properly constituted authority. In most, if not all such cases, the pupil or student has agreed to the constituted authority and promised obedience. Now these lessons and these experiences are most fundamental in training good citizens. It is not necessary that these organizations shall have the attributes of sovereignty in order to train men and women to become effective units in a sovereign democracy. It is important, however, that in the organization of such efforts pupils and students should clearly recognize the limitations of the experiment. I should say that such experiments are related to the theoretical instruction in citizenship much as the laboratory is related to the lecture, and that the exercise of the duties of citizenship in such a Junicor Republic or in a public school was related to actual citizenship much as the laboratory is related to the ordinary business of life.

This training in initiative and self-direction and self-control is important as illustrating the natural road toward leadership. It will always remain true that he who would command successfully must first learn obedience. The supremacy of law is the most fundamental principle in democracy. There can be no ideal citizenship until the law as expressed by the people, has been re-enacted into the consciousness of every citizen with hearty approval. The element of force used by the officer is called forth always by the spirit of disobedience in those to whom the law is merely external. When a pupil or student by his own assent writes into his own consciousness the approval of the law of the school, and has re-enacted it as the rule of his own life, he has taken the most important step in his training for citizenship.

I presume that it will be agreed that the most important element in this experience of student government is the development of the initiative. Of course we mean initiative toward the good, since no school experience is ever assumed to develop or educate the child away from the ideally good. Just here emerges a practical question. We recognize that not every pupil or student develops initiative power with equal facility, nor do they all incline toward the good as we might wish. The distinction between the teacher and the pupil is here clearly drawn. The maturity of the teacher together with his education is presumed to prepare him to assist others in self-realization. This is impossible until the teacher has developed in himself the power of initiative. Teaching, therefore, at the beginning should aim to direct the pupil and lead him to self-expression. Here we see the application of that universal law to which Drummond called our attention in another connection years ago—that all help is from above. By some means the teacher must get into the estate of the student and together they journey the upward road. This touch of teacher and pupil is the moment for which all other moments wait. This is the supreme moment in teaching in which the soul is born anew. It is doubtful, therefore, whether any self-development has ever been achieved except thru association with others. This association should be carefully selected, as oftentimes nothing is more destructive of initiative than association with the unsympathetic and inconsiderate. The grading of our schools, even the grading of pupils of the same age in accordance with capacity, previous training, and present achievement, recognizes the importance of this principle. The waste of time so often complained of in education is frequently due to an association that fails to take the individual into sufficient consideration. It is not so much that time is wasted as that a teacher is wanting at the moment of opportunity. For this reason there is always danger ahead when any boy or girl is left to the control or direction of his own associates. The inspiring leadership of the teacher is always needed to counteract all possible deficiencies of immature association. From this point of view the legislative authority of pupils and students is a doubtful good. Whether it is ever wise to subject one student to the initiative of another may be seriously doubted. It is to be observed that in all student government the teacher or the authority represented in him is always present. The power exercised is never the sovereignty of citizenship; it is a delegated concession. Legislation can never be approved except when the law expresses the truth. If, therefore, student legislation is to express the truth and to declare the standards of life among students, it needs the supervising intelligence of those who are in authority. The ethical problem involved is somewhat perplexing. Whether teachers and communities may encourage the youth of our land to play at the most serious business that engages in citizenship, may be doubted by many people for the reason that such experiences are apt to lower the ideals of government rather than to exalt them.

We pass to the third general consideration—whether school experience should be so related to the actual transactions of life that one may be properly regarded as the extension of the other, or whether the school should give itself chiefly to theoretical problems, leaving the student innocent of the dangerous realities of subsequent life. This consideration is seen at once to be an ethical question involving the general purpose of school experience. As a practical question it involves the wisdom of different methods. The earlier custom was to regard the school in a large degree separate from life. This was not in the sense that good principles should not be taught, but rather that the school was more or less a place of seclusion in which chief attention was given to discipline, training, and culture. It was perfectly natural that under such conditions there should grow up the separation indicated by the expression "the town and the gown." When such separation and seclusion was in practice, naturally enough students came to regard themselves

as under a different law from the citizen. The wild oats theory of life was apt to have its full fruitage in the college boy, and its beginnings in the country school. Children and youth were not regarded as under precisely the same law as their elders. Recent theory has tried to emphasize the fact that we are never out of the State, and that we are never free from the obligations of citizenship or beyond the reach of the law. This tendency to hold all ages to the responsibility for conduct has influenced our theories of school management. We have sometimes taught our pupils that they are in a little world of their own, subject to the same laws as a business man on the avenue of commerce. Our success in this has not been entirely satisfactory. At all events school children and college graduates have required some time to adjust to the new conditions and so uncertain has the public mind been on the results reached in the schools that there is always a nervous anxiety about the moral peril associated with the transfer from school to practical life. The aim of the school in general is to reduce this peril by a complete preparation for life. Student government is an effort upon one phase of this problem. The essentials of citizenship never vary. The application of these principles must be made to meet the changing demands of place and position. The more concretely we can teach these truths, the better, we are told. The modern methods in education insist upon these principles. In the college the laboratory is the chief means. Our students in sociology use the unfortunate and unusual classes as a laboratory of instruction; our students in technical education use the great power plants; and just now the students of agriculture all over the country are in Chicago, where to-morrow they will engage in the prize contest in stock judging. During the next week a great International stock show will be used as a large laboratory in which hundreds of students of agriculture will be instructed by their teachers in the best breeds of live-stock of all kinds. This is done in order that the school-room experience of the student in agriculture shall fit in with his subsequent experience in stock raising and farming. The engineering student visits Niagara, Buffalo, and other points of interest in order that he may correlate his college laboratory with his practical experience later on. It will be noticed that it is not possible to make such accurate comparisons in all lines of study. Nevertheless, experimental methods are here, and teachers are trying to make school life a part of one's real life. This is not to undervalue the theory, but rather to put life into it and arouse a keener interest in the student. In the illustration I have used, the student may see these things. He may readily appreciate that what he is doing in school will fit him for the larger experience of the future. Our mistake has been, or perhaps I should say our misfortune, that we have not been able to show the average boy that mastering Greek verb or Latin declension was as really preparing for later experiences as the engineer's laboratory or the agricultural student's stock-judging room. The division between the older and newer education is chiefly at this point. The teacher and the school have failed to make a connection between the abstract of the school-room and the concrete of life. This failure accounts for the indifferent and uninterested method of the pupil.

Now, the problem of self-government, so-called, in the school, is interesting because it opens up the possibility of arousing an interest in civic affairs earlier in life, and plants deeply in the consciousness of the small pupil the most fundamental ideas of patriotism. This in itself would be sufficient justification for the considerable effort on the part of the school. The intellectual awakening that comes to the boy inspired with a sense of duty and responsibility is always worth while. There is no serious danger that such an awakening will detract from the other engagements of the school-room. On the other hand I believe they will be invested with a new interest. To arouse the spirit of a boy or young man, and give it an opportunity to express itself in a legitimate way, cannot fail to be of benefit in collateral work.

Our teachers of psychology tell us that it is unfortunate for any person under the influence of a stimulus to have a good impulse awakened repeatedly without opportunity of adequate expression by the actual doing of the good thing suggested. The collection in a church serves an ethical as well as a financial end. Every good impulse awakened should have a proper and adequate expression. This suggests the weakness of mere abstract teaching of ethics, patriotism, or citizenship. If a boy is to have himself stirred to a high state of emotion, and give no expression to the impulse, the emotion will become his weakness later on or, what is just as unfortunate, the stimulus will fail to produce any result. The governmental organization suggested among students does furnish opportunity for the expression of impulses toward justice, righteousness, obedience, and other cardinal virtues in citizenship. Moreover, it is natural to expect that in the everyday association of the boy with his playmates, his family, and the strangers he may meet, these same impulses will find simple and correct expression. At once, therefore, the school relates itself in a sympathetic way with the practical experiences of everyday living, and the boy discovers that he is in the world at the same hour that he is in the school.

It is proper to remark in reviewing the experiences in these school experiments that there are two sides to the question from a practical point of view. One is tempted to ask whether there is not danger of underestimating criminality or the crime of law-breaking in view of the light penalties that must be visited by pupils and students upon each other. It is most unfortunate when people come to regard law-breaking as a matter of little importance. There is a serious state of moral decay when the conscience of a community is not aroused in the presence of wrong doing. The treatment to be given by the State or by the school to disobedience, law-breaking, or violation of principle, is a most serious matter. Manifestly the school is limited in this regard. To be sure, most offenses are unimportant. The fact, however, that by agreement and voluntary association certain groups of students have agreed to govern themselves by elective officers operating under written agreements embodying constitution and statutes, is apt to give them the impression that they may interpret not only the law, but the penalty for the offense. At this point it is most important that the education of the conscience shall see that there is no tendency to moral blindness. If our youth, either in school or college, are to be trained into indifference, or are to fail to distinguish between right and wrong, or to have their ethical perception dulled, then the experience is not merely unfortunate; it is disastrous. On the other hand, it may be quickly asserted that the teacher and the school will correct such tendencies as have been referred to. That, of course, is possible from the standpoint of theory. Whether it will be done will depend almost entirely upon the spirit of the school-room and the energy of the teacher. I incline strongly to the belief that the teacher will prove a valuable corrective, and I am clearly of the opinion that all efforts toward such government in school or college should be clearly set forth as a privilege and concession for educational purposes.

So far in this paper the discussion has been of such a character that the principles announced apply chiefly to the school rather than the college. I

desire, therefore, to make a distinction in our minds between what is appropriate in our public schools and what would be appropriate in our colleges. The public schools are training and educating large numbers who never pass thru even the high school, and a very small percentage ever reach the college. For this reason, certain methods are applicable and justifiable in public schools that do not fit so closely into the conditions of college life. The confinement of the public schools to a single room or at most to a building for the entire day, offers an opportunity not found in this day in the ordinary college. Moreover, there is a joint guardianship between the parent and the school over the time, the occupation, and the habits of school children. When removed from one jurisdiction they are immediately under the other. The end of self-government in the public school is to secure self-control, obedience to rightful authority, a patriotic view of government, and a familiarity with the processes of government, so as to illustrate and impress upon the mind the teachings of civics as set forth in the elementary schools. Much of the machinery used in the public schools has been very effective in reaching these results. Even when college students come from schools where these methods have not been used it does not follow that they are in need of the same methods.

The educational features of such institutions as the George Junior Republic, the John Crerar School of Chicago, and elsewhere, have much in common that is commendable. It is noticeable also that in certain places the reformatory idea is manifest, as would not be appropriate in the public schools, since these are institutions of education and not professedly schools of reform. In the reform efforts it is manifest that the assuming of any degree of responsibility sobers the mind of the boy, just as the ownership of property makes the mature mind more conservative. I mention these facts simply to make clear my approval of the methods and prepare the way for a modification of them in college government.

The history of college discipline is a very instructive chapter. From the strictest sort of paternalism and autocracy we have gone to the extreme of democracy as represented probably in the University of Virginia. The dawn of conscious power in the student at college is quite different from any experience of the boy in the public school. Moreover, the progress of the country in education has made such a change in the maturity of the college student that new methods seemed imperative.

From the older methods the college world turned to the method of self-government. This was the other extreme, and like all extremes attracted many people, but was regarded with some doubt by the conservative. At the University of Illinois about 1869—then the Illinois Industrial University—an experiment on a large and elaborate scale was attempted. This really was a miniature Republic with officers duly elected and charged with duties to which the students had assented under student legislation. That experiment was abandoned after a trial. A crisis came which tested authority, which proved fatal to the whole plan. A full account of this interesting experiment may be found in the proceedings of the National Educational Association in an address by President Selim H. Peabody (see National Educational Association proceedings, 1889, page 539). Another notable experiment was with President Seeley, at Amherst. Here a strong, forceful, and pleasing personality won the students to him and his methods. For a time student government flourished, but here, as so often in political affairs, the death of the ruler left a dismembered government. At Amherst there has been no successor to President Seeley in this particular. When we examine into the causes of the decline of student government we discover that it grants authority but can not fix and locate responsibility. At any moment a student may withdraw from college and leave nothing behind but a record of suspension or dismissal. This in no way compensates for the lease of authority. The college can not run away; it must remain as the residuary legatee of all the mistakes or blunders of the departed authority. Moreover, the force of law lies in its penalties. A student court or legislature will neither decide nor legislate against students in a disinterested way. Faculties even will not criticize each other. They are very slow to discipline their fellow-members. What, then, can we expect of students whose personal attachments are often closer and more biased.

In addition to these considerations the State, thru its courts, will not recognize the legal standing of a body of students. The responsibility for property, for the use of funds, and for the general welfare of the college is vested in trustees and faculties. Student authority is, therefore, at best, delegated authority, with a strong reason to doubt whether the constituted authorities have any right to delegate to students. The whole situation lacks genuineness. The student is a temporary resident for a specific purpose, which is not government, but instruction. He is there voluntarily, with no definite or assured tenure of position. It seems irrational, therefore, that he should take into his hands the temporary administration of policies and interests of which he is neither the creator, the supporter, nor the guardian, but wholly the beneficiary.

This is not to say that a student or a body of students should not be consulted; it may be the highest wisdom to advise with such bodies. It is important that all available facts be known; that there be a clear understanding of all conditions and problems; but I object to the policy of fooling or trying to fool a student by leading him to think he is governing the college, where, as a matter of fact, the college is governing him if it is doing its duty and administering its trust. The method really sought in the modern college is to have the student control himself, rather than to attempt to govern other students. There is a distinction here that is important. The college officers have to do with the institution as such, and the modern tendency is to put upon each student the burden and responsibility of his own conduct, both as a citizen and as a student. This is, in fact, the very change sought by the methods of self-government in the public schools. The same principles are here involved, but they are administered in harmony with the new environment of the college. The real problem in college discipline has been to bring the student to see that it was not his business to govern the faculty or the institution, but rather to govern himself and assume the sesponsibility of his own position as a student.

The prevailing method may be described as administrative government. This is the method steadily coming into use in all our colleges. Under this conception there are some things to be assumed, among them (1) that the college is a public opportunity, (2) that the property is a public trust, and (3) that the faculty is an organized agency for cooperation and leadership, and the student a responsible party whose privileges are to be measured by his willingness and ability to make profitable use of the opportunities.

These conceptions banish at once from the minds of all the old notions of antagonism between student and professor, and put the college life on a natural and rational basis. The faculty is, therefore, naturally and properly the legislative body, and the president and other officers—such as deans in our larger schools—are the administrative officers. The whole government becomes one of principle. The

modern college steadily approaches the spirit of democracy, where all students stand on a level of equal rights, with no favors. As soon as students come to understand this situation the sobering effect of responsibility is manifest. There can be no trifling with principle; hence the offenses against good government are serious. This view holds out that a student is not in college as an accommodation to the faculty or the public; the faculty and the institution are there for his accommodation if he will use them properly. Colleges are steadily going out of the nursing business. Students must go elsewhere for their health or the indulgence of their whims. The college is for business, and a very serious and important business at that. The details of a student's life are important to the college chiefly because they help or hinder the great cause for which the college stands. I believe we have often weakened the cause of education by leaving the impression that discipline is an important issue. The truth is, it is only an incident. If the student can not understand this, he should be given to see that his preparation for college life is yet incomplete and that he ought to go elsewhere and complete his preparation. I believe thoroly in a large and liberal spirit which locates responsibility, and in a system of government that has the courage and firmness to promptly say to students that their privileges as students cease when they fail to be good citizens.

The best test of a student's right to be in college is his satisfactory performance of the student's duty. The academic requirements should be insisted upon firmly and evenly rigidly. Insist upon it that education—the requirements of the curriculum—shall be promptly and regularly met. This attitude neither accepts nor makes apologies. The average student will soon see the force of this law and the justice of it. If he is not fit for such a school he will soon drift to his proper circle; but he will do it with increasing respect for the institution of which he was not worthy. That in itself is a valuable result to secure.

I believe, therefore, that the whole question of college citizenship should be defined by a few fundamental and important principles. These should be public. The student should be face to face with the law of the college, just as the citizen is face to face with the law of his land. These laws are made by properly constituted authorities and administered by properly constituted officers. In State institutions the force and power of the State is behind college administration. This fact should be clearly and persistently set forth. In a State institution the supremacy of the law of the land and the necessity of good citizenship should be as clear as the day. College authorities should turn over to the State authorities every offender. It may appear rigid and cold in the first instance or two, but there will be a long interval between troubles. In my own experience I have not hesitated to declare that the law of the State should be enforced, and that I should regard any destruction of property or interference with the rights of citizens or students as proof of a kind of citizenship that could not be endured in a college. I believe that American students respect an administration that respects itself and respects the law of the land. In a college, as elsewhere, the cure for disorder is a high order of citizenship. Let the high ideals of a genuine domocracy inspire the colleges and we shall hear less of hazing, of dishonorable college traditions, but more of scholarship, of college fellowship, and of social service.

In conclusion let me say, therefore, that while there is a difference of administration between the public school and the college, there is a growing unity in that responsibility for personal conduct is being located upon the individual; while both school and college are looked upon as organized opportunity in which teachers and officers, by their inspiring presence, lead others toward the realization of the highest ideals of democratic citizenship. In realizing these ideals the school of every grade is less apart from the world than ever before, and there is more fellowship between all interests concerned than ever before. The school recognizes itself as one of the agencies of society, while society recognizes itself as legitimate fruit of these agencies. The larger place that education will occupy, and the importance of results reached in our schools, alike justify our attention and the consideration of such a congress as this.

Notes of New Books

We are indebted to Kate Dickinson Sweetser for collecting in one volume descriptions of the boys and girls found among the characters in George Eliot's writings. The writer says that among the novels of the great English writer it is the exception to find one which does not contain a pretty picture of child life, and always the children are bright, active, normal children. It is for this reason that they have been so worthy of being gathered together in a single volume. There are Tom and Maggie Tulliver,—dear little Maggie Tulliver, who really represents George Eliot's own childhood as spent with her brother three years older than herself. There is Totty Poyser, and little Effie, who brought so much light into the life of Silas Marner. Little Lizzie, Jacob Cohen, Tina Sarti (the little black-eyed monkey) and Job Todge, and Harry Transome complete the list. No better method could be found for introducing boys and girls to the great English novelist than by means of this book, while of itself it is a means of child study most interesting and most helpful to grown up folks. Teachers especially will enjoy every word of the BOYS AND GIRLS FROM GEORGE ELIOT. (Duffield & Company, New York.)

Mrs. Clara Louise Burnham has been writing fiction for a number of years. Her stories are all healthy reading, and they are very popular with girls in their teens. The tone of her latest volume, THE OPEN SHUTTERS, is unusually excellent. The story is bright, humorous, and interesting, and little Sylvia grows as the plot develops, from a wilful, spoiled child into a sensible, sunny, lovable young woman. The book is especially to be recommended as a holiday present for girls. They will be sure to read the story again and again. (Houghton, Mifflin & Company, New York.)

It is always a pleasure to say a good word for *St. Nicholas*. The present opportunity is afforded by the appearance of FAIRY STORIES RETOLD FROM ST. NICHOLAS. From time to time there have appeared in this magazine some of the most delightful fairy tales of recent years. They represent the work of some of the best writers in this line, such as Mary Mapes Dodge, H. C. Bunner, Mary E. Wilkins, John Kendrick Bangs, and Tudor Jenks. As many of these stories came out long before the present generation of *St. Nicholas* readers, they will be entirely new to the children who are so fortunate as to receive this book at Christmas,—or any other time. The illustrations are capital and the book is well gotten up and attractive. (The Century Co., New York.)

KEEPING TRYST, by Annie Fellows Johnston, is a simple tale of King Arthur's time. It is, in fact, a sermonette showing how keeping tryst with one's better self is sure to bring reward. Ederyn was tempted to loiter in the garden of flowers, and later to while away the hours with a beautiful fair-haired maid, but despite temptation he heeded the call of Merlin, which came to him night after night, urging him on to hard labor and to struggles of various kinds, in his hope that he might see the King. And when, after years, he does at last find tre King, the jewels he has won are recognized, and he receives the highest honors at the King's command. It is a lovely little story, one that once read will be picked up again and again, for the inspiration it gives to keep tryst with one's own self. (L. C. Page & Company, Boston.)

Dudley A. Sargent, Director of the Hemenway Gymnasium of Harvard University, has long been recognized as one of the leading authorities in physical education. In his new book on PHYSICAL EDUCATION, he gives in a condensed form the results of his experience during the past twenty-five years as a specialist in his subject. After a cursory review of the different phases thru which physical training has passed—its periods of popularity and its periods of utter neglect—Dr. Sargent treats of such subjects as the "Physical State of the American People," "Aims, Means, and Methods of Physical Training," "Regulation and Management of College Athletics," "Athletics in Secondary Schools," "Military Drills in Public Schools," "Physical Culture in Elementary Schools." . (Ginn & Co., Boston.)

The way to regain your health after sickness is to take Hood's Sarsaparilla—it tones the whole system.

The National Union of Teachers of England and Wales.

BY HERBERT MILLER, R. T. Crane High School.

[In the Chicago Teachers' Federation Bulletin.]

Organization for the establishment and defense of individual and collective rights is a question that most profoundly affects the welfare of the teachers of the United States just as it affects the welfare of all classes of workers. Tho teachers are generally held in high estimation and their work is theoretically appreciated by the public, yet they are often, thru the lack of organization, at the mercy of crafty and designing men who tyrannize over them, defraud them of the just fruit of their labor, and make life a burden with the ever constant threat of dismissal if the displeasure of these unjust authorities is incurred.

A visit made last summer to the headquarters of the National Union of teachers of England and Wales revealed some facts with regard to the benefits of organization that may interest the readers of the Bulletin. The Union occupies with its activities Bolton House, Russell Square, London, a large four-story building. Established in 1870 the Union now numbers 54,007 members, almost an equal number of men and women, including five-sevenths of the total number of certificated teachers in the two countries. "It admits members from every type of college and public school; it deals with every phase of the teacher's professional life and duty, with every aspect and form of public education, with primary and higher education alike. It enters into recognized relations with every educational authority and society, national or local, statutory or voluntary, great or small. Its activities cover the whole field."

To an annual convention 2,000 representatives are sent from the local associations. The body is administered by its Executive Council, Benevolent and Orphan Fund Council, Provident Society (Pension) Council, Examination Board, and standing committees on (1) Education, (2) Finance, Press, and General Purposes, (3) Legal Assistance, (4) Parliamentary Action, (5) Tenure of Office, and (6) Union Organization. The work of the Central office at Bolton House is conducted by a secretary, four assistant secretaries, a law official, and a large staff of clerks. In the law courts the Union is ably served by three standing counsel, a general solicitor, and some 300 local solicitors. *The Schoolmaster* is the Union's organ.

The influence of the Union is great and widespread. It is represented in Parliament by three of its members, among them Dr. Macnamara, a member of the Ministry of Education, and Mr. Yoxhall, general secretary of the National Teachers' Union. It is the approved means of communication between the profession and the National Board of Education, local boards, Parliament, and the press.

The Union has benefited education in many ways; among them, by securing the appointment of Royal commissions to consider questions of education; extending and liberalizing school courses; abolishing unnatural classification of pupils by mere age and establishing flexible and natural classifications by attainments and capacities; reducing over-pressure on young pupils; establishing healthier and more reasonable conditions of study; improving school attendance; extending the school life of children; abolishing annual examinations; improving methods of inspection and examination; establishing a better grading system; extending certificates for training teachers; altering mistaken rules of school boards; securing the election or appointment of experts in teaching on local educational boards.

The Union has aided and safeguarded the welfare and rights of teachers by securing pensions for the older teachers and enlarging the amount and scope of the fund for that purpose; by appeals against unjustifiable dismissal; freedom from performing compulsory extraneous tasks; abolishing excessive and unnecessary statistical returns; securing right of appeal against unfavorable reports by inspectors and against the suspension or withdrawal of certificates; regulating and partially reforming the inspectorate; increasing salaries by public representation.

An incident will show how great is the power of the Union in defense of the wronged teacher. In a certain town the local board had committed an act of great injustice towards a teacher. The matter was reported to the Union which urged redress. This the local board refused. Thereupon it was informed by the Union that every teacher would at once be withdrawn from the town and no more be permitted to come unless redress was immediately granted. It was granted.

The Union gives its members the best advice procurable on professional affairs; if they fall into difficulties with boards of education, it defends them; if unjustly dismissed it exposes the matter and often secures reinstatement; if the teacher falls ill, it helps him pecuniarily; should he die, leaving a widow and orphans it gives aid by home allowances or residence in its orphan homes. Should the teacher become infirm, the Union may provide an annuity; should he fall into temporary pecuniary stress, it may aid him with gratuities on easy loans. The Union's Provident Society enables the teacher to prepare for sickness, old age, and death expenses, and affords opportunities for life insurance, annuities, and investments at extremely low rates. All that it does for its members who are men it does for women also.

By its last annual statement the total funds of the Union for various purposes amounted to $1,347,680. The Provident Department owned $817,420, the Benevolent and Orphan Fund $444,855, and the fund for general Legal and Parliamentary and for sustentation of members amounted to $84,405. The annual income for general Union purposes is $105,000, for the Provident Society $153,500, and for Benevolent purposes $100,000. The Union has expended $891,010 for benevolent purposes.

The fee for membership is $1.75, which is paid thru a local branch, together with a small local subscription. This gives membership for general union purposes. Fees giving membership to the Provident Society and Benevolent and Orphans' Society are additional but are also small. The average pension is about $200.

A careful study of the above statements which are taken from official documents will show the scope and thoroness of the Union's activities and the care with which it safeguards the rights and welfare of the teacher. Organization among the half million of teachers of the United States has scarcely begun and they may well study this strong and well conducted Union as a model.

Some people seem to have a special faculty for discovering good traits in others. This faculty is not necessarily inborn. It can be acquired and is acquired by unceasing practice.

The Educational Outlook.

New York Educational Work.

In addressing the Commercial Club of Montgomery, Ala., Seth Low spoke of New York's educational work in its national aspect.

"In the city of New York," he said, "we know what it is to be called upon to provide education for a vast army of children, many of whom cannot even speak the English language. In the last four years I suppose the city has appropriated not far from $40,000,000 for new school buildings alone, to provide for this army of children. But New York is the point at which the wealth of the nation is largely centered, and it is hardly too much to say that the nation itself is working thru New York City to Americanize and to educate the children of the immigrant. What the wealth of the United States is doing locally, thru the city of New York, it ought to do everywhere, when the need is great."

What sounds very much like a record in emptying a three-story school building by fire drill comes from Portland Ore. Prin. T. T. Davis, of the high school, reports that the time taken to execute the drill has been decreased from over three minutes to less than two minutes.

The Elliott Street School, Newark, N. J., was recently presented with a flag by the Colonel Buck Council, Junior Order of American Mechanics. In accepting the flag on behalf of the school, Commissioner George H. Simonds sketched briefly the part played by the flag in our country's history. Other appropriate exercises were offered by the pupils, concluding with the singing of "America."

The annual report of the federal Commissioner of Education, Dr. Elmer E. Brown, contains some remarkable statistics. The total enrollment in the common schools of the country for the year 1904-5, was 16,469,067; that is an increase of nearly 10,000,000 in the last thirty years. The average daily attendance was 11,467,526, or 69.63 per cent. of the total. The reported value of property owned by universities, colleges, and technological schools is $314,840,412; an increase in the year of nearly $50,000,000.

Another part of the report describes the educational use to which reindeer are being put in Alaska. By their use the erection and organization of a chain of twelve schools, stretching from St. Michael to Point Barrow, the most northwestern cape of the continent, has been made possible.

Maryland Superintendents.

The Association of School Commissioners and County Superintendents of Maryland, in their annual meeting at the State Normal School in Baltimore, elected the following officers for the ensuing year:

President, A. C. Willison; first vice-president, Charles H. Stanley; second vice-president, George O. Gary; secretary, William B. Beckwith; treasurer, Charles F. Wright; executive committee —Harry R. Wallis, W. B. Copper, and H. C. Bounds.

Owing to the death of the late president of the Association, Ephraim L. Boblitz, M. B. Nichols, the first vice-president, took charge. In speaking of the distribution of State school funds, Mr. Nichols said:

"I trust that some of our members have looked into the matter and will ask the comptroller to explain why the various counties thruout the State are not receiving larger appropriations, as they were assured they would do during the last legislature."

Two topics which were specially considered by the Association were the consolidation of rural schools and the fixing of a minimum salary limit. In connection with the discussion of the former, Mr. Edward M. Noble, of Denton, read a paper entitled "What Plan of Rural School Consolidation is Practical?" The discussion of the latter was opened by Mr. H. K. Wallis' paper, "Should the General Assembly Fix a Minimum Salary for First Class Elementary Teachers?" in which the speaker argued for a minimum limit of $450 to be fixed by the legislature.

Other speakers who addressed the meeting were: Mr. Harry J. Hopkins, of Annapolis; Mr. Oscar B. Coblentz, of Frederick, and Mr. H. Crawford Bounds, of Salisbury. After the adjournment the members of the Association inspected the State Normal School.

Pittsburg Teachers Busy.

The meeting of the Central Board of Education of Pittsburg has led the Pittsburg Teachers' Association to approve a salary schedule for presentation to the salary committee, with the accompanying resolutions:

"Teachers of first seven grades—First year, $450; second year, $500; third year, $550; fourth year, $600; fifth year, $650; sixth year, $700; seventh year, $750; eighth year, $800; ninth year, $900; above nine years, $1,000.

"High school class—First year, $1,000; second year, $1,050; third year, $1,100; fourth year, $1,150; above four years, $1,200.

"The Pittsburg Teachers' Association respectfully requests the favorable consideration of the appended schedule, which provides for a change in the maximum salary paid the grade teachers.

"This request is based upon the following reasons:

"As an act of simple justice to faithful teachers.

"The increased cost of living. Many corporations have recognized this fact by voluntarily advancing the wages of their employes. Surely public school teachers are entitled to the same fair treatment accorded even to unskilled labor.

"The justice of our request appeals to the people and commands their support. The public press, both secular and religious, has advocated an increase of teachers' salaries. The chamber of commerce, boards of trade, women's clubs, the United American Mechanics, the Grand Army of the Republic, and various educational bodies have indorsed our request by resolution. Many thousands of citizens, parents, and taxpayers have likewise petitioned for similar action.

"It has been charged that the agitation of the past year has been detrimental to the schools. We disclaim the responsibility of this agitation, but maintain that our request is a just and reasonable one, based upon necessity."

The Pittsburg teachers are opposed to the secrecy observed in the examinations for teachers. They are making a strong fight against the present method.

A pamphlet prepared by the Association shows that the increase in minimum salaries in Pittsburg since 1869 has been between sixteen and seventeen per cent., while the increase in maximum salaries has not been over eight per cent. The cost of living has, however, increased much more rapidly.

In regard to the general educational situation in Pennsylvania, the words of Dr. J. P. M'Caskey, mayor of Lancaster—whose forty years as secretary of the State Teachers' Association, lend weight to the statement—throw a vivid light upon the evils resulting from the existence of politics in school affairs. Dr. McCaskey says:

"Somebody is to be rewarded for services to his party, perhaps of very doubtful character. Put him into the School Board. It gives local prominence and costs the managers nothing. The loss is to the district, and often a most serious loss. Or some strong man in the district, who may or may not be a school director, wishes to control the action of the School Board in financial or other directions. He has men put into the Board who will vote as he directs on any question that may arise in which he is interested. Or an unscrupulous man of some personal and political influence in the community sees a chance for gathering in the shekels by selling positions, or privileges, or favors, *sub rosa*. He takes the risk and often gets away with his plunder. Now and then the cry 'Stop thief!' is raised and he lands in jail. It is a sorry business and a disgrace to the school system."

In this connection it will be remembered that a few years ago certain directors in Philadelphia were convicted for levying tribute on teachers for whom they had secured positions, while more recently the school directors of the Borough of Shenandoah were each sentenced to serve one year in jail for conspiracy and bribery in bartering away positions as teachers for which they received from $100 to $300 each in some half dozen specific cases which were brought before the court.

The Pittsburg teachers are calling to mind, also, the advice given them some two years ago by Dr. Maxwell, of New York, that purification of the school system and a general advance in salaries could only be secured when school matters had been permanently divorced from politics. Dr. Maxwell said:

"Just as soon—now mark this historical fact—just as soon as the political incubus was removed from the New York public schools; as soon as the appointments and promotions were placed in the hands of professional experts to be determined by competitive examination —then, and then only, was the attempt successful to raise and equalize the salaries of the teachers. That is the one historical fact that I want you to bear in mind thruout the whole discussion, that it was only when the political incubus was removed from the New York schools that the people supported the movement for the raising of teachers' salaries.

"So it will be with Pittsburg. Remove the power from your district School Boards, make appointments and promotions depend solely upon merit, and adequate remuneration will follow as surely as night follows day. If it were not so, friends, I should lose faith in the honesty and generosity of the American people."

Recent Deaths.

Col. John Mercer Brooke, emeritus professor of physics in the Virginia Military Institute, died on December 14, at Lexington, Va. Colonel Brooke was born in Tampa, Fla., eighty years ago. At the age of fifteen he entered the United States naval service. He is probably best known as the inventor of deep-sea sounding apparatus which won him recognition in America and Europe.

Dr. William James Herdman died recently at a private hospital in Baltimore, after having undergone an operation a few days before. Dr. Herdman was professor of Nervous Diseases and Electro-Therapeutics in the University of Michigan. He was in his fifty-ninth year at the time of his death.

In and About New York City.

Principals' Salary Resolutions.

The Principals' Association of New York City has taken definite action in the campaign for higher salaries. The following resolutions, which had been adopted by the Association, were submitted to the Board of Education at its meeting on December 12:

"WHEREAS, Of all members of the supervising and teaching staff, men principals have received the lowest percentage of salary increases during the last twenty-five years; and

WHEREAS, The cost of living, particularly in the City of New York, has increased very largely during that period, and more especially in the last five years; and

"WHEREAS, The Board of Education has established certain orders of schools —to wit: schools of the first, second, and third orders; and

WHEREAS, The Board of Education has not established grades of principals' salaries corresponding to those several orders of schools;

"Therefore be it resolved, That we, the Principals' Association of New York City, respectfully petition the Board of Education to increase the salaries of men principals, establishing grades of salaries for the several orders of schools which shall fix a higher salary for principals of schools of the first order (those having forty-eight or more classes), than that fixed for principals of schools of the second order (from twenty-eight to forty-seven classes), and a higher salary for principals of schools of the second order than that fixed for the principals of schools of the third order (from twelve to twenty-seven classes)."

Consolidation Opposed.

Grace B. Beach, president of the Normal College Associate Alumnae, has written to one of the New York papers commenting upon and explaining the resolution adopted by the executive committee, opposing consolidation with the City College. The resolutions were printed in THE SCHOOL JOURNAL for December 8.

After stating the resolution adopted, Miss Beach continues:

"It would be well, perhaps, for some of the arguments advanced in support of this resolution to be here stated.

"In reference to Item I, we would say that the use of the word autonomy was not intended to preclude the idea of placing the Normal College under the same Board of Trustees as the College of the City of New York, altho that Board might, under the circumstances, have to be reconstructed.

"Surely no friend of the higher education of women can doubt the advisability of retaining the separate office of President of the Normal College. The institution which educates a large proportion of the women teachers of the city needs the undivided care of its own president, and that president should be one of the ablest in the land.

"In reference to the third objectionable feature, we would point out the fact that many colleges maintain, either directly or indirectly, their preparatory schools. This is especially true in the West. Why should our position, then, in this regard be thought anomalous? Our preparatory department is needed as a feeder for the college, since the city high schools have not as yet furnished us the requisite number of pupils for carrying on our college department. The break at the end of the four years of work in our city high schools swings many into commercial pursuits who in our own preparatory department are carried by their own intellectual momentum into college.

"It is a matter of pride, in this democratic city of ours, that the free colleges draw from all phases of the city's life. We at the Normal College have in consequence many problems to deal with which are entirely absent from institutions such as Barnard College. Why multiply and complicate these problems by adopting anything in the remotest degree resembling co-education?

"This last point as to our degree is one upon which there is much honest difference of opinion. The Normal College stands for the principle that a mind trained by the severe studies of a college course is far better able to handle the problems of pedagogy than one with a pedagogical training based upon merely a high school education. We believe that if the sum total of a teacher's value to the city were estimated it would be to the advantage of the college-trained teacher, tho the other in the first few weeks, or even months, may fit into the school-room work with more ease. The versatility and grasp of mind which come from the higher training will tell in the long run."

Hearing on Absence Rule.

The hearing held by the Committee on By-Laws of the Board of Education of New York City, on the rules governing the excuse, with pay, of teachers' absences, led to no definite plan for revision.

The representatives of the Committee stated that the one year's trial, to which they wished to submit the present system of granting excuses, would not be over until March 1. At that time they will be able to tell whether the amount of money furnished in this manner was greater than need be to keep up the retirement fund; and to consider any suggestions which might be submitted for revision or entire change of the present rules.

City Superintendent Maxwell, President Lyman A. Best, of the Brooklyn Teachers Association, and President Gross, of the New York City Teachers' Association defended ably the contention of the teachers that the present method was working great hardship on them. At Superintendent Maxwell's suggestion the Committee on By-Laws invited the presidents of the several borough associations to appoint representatives to form a conference committee which might formulate the desired changes in the rules, and submit these for their consideration.

Educational Council.

The meetings of the New York Educational Council have won a well-deserved reputation for their interesting and profitable discussions. The meeting held in the Hall of the Board of Education December 15, was no exception. The topic for consideration was "Methods of Inspiring in Pupils the Reading of Good Literature." The speakers who addressed the Council were Prin. C. E. Morse, of East Orange, N. J., Prof. R. S. Keyser, Jamaica, and Supt. S. R. Shear, of Kingston, N. Y.

Mr. Keyser laid stress upon the importance of interesting pupils in the right kind of reading by indirect methods, talking with them casually, outside of class, of books which have interested you, and if the boy or girl becomes interested affering to lend them copies, merely as a personal matter. "It is not our mission," said Mr. Keyser, "to preach the duty of reading good books to our pupils; we must show them the pleasure to be obtained from such reading."

Mr. Shear confirmed Mr. Keyser's remarks upon the value of the indirect method of inculcating an appreciation of good books, and told of instances in his own experience where he had found that some book which he had recommended to one boy was being passed about from one to another—a contagion of sympathy or interest, as he called it.

The general discussion which followed was pertinent and full of suggestion. A method described by one of the members, which he said was of great value, was to interest a class, say in history or geography, by taking a few minutes from the recitation to read extracts from books which deal with the same subject in a less formal manner than the text-books, and thus not only broaden their general view of the subject, but at the same time show the real pleasures offered by reading.

Vacation Schools License.

Next month the Board of Examiners will conduct examinations for licenses to teach in vacation schools and playgrounds next summer, and in the evening recreation centers for the winter of 1907-8.

The salaries of the different positions are: Vacation schools—principals, $4.50 per day; teachers and kindergartners, $3. Vacation playgrounds and evening recreation centers—principals, $4 per day or night; teachers, $2.50. Assistant teachers—playgrounds, $1.75; centers, $1.50. Librarians—playgrounds, $1.50, and centers, $2.50.

No person teaching in both the public day and evening schools will be permitted to teach in the vacation schools or playgrounds, and those having licenses to teach in the regular day schools may file applications without taking further examinations. The schedule follows:

Monday, January 21, 2:30 P. M.—Vacation Playgrounds—Teacher and assistant teacher of gymnastics and athletic games. Evening Recreation Centers—Teacher and assistant of gymnastics.

Tuesday, January 22, 2 P. M.—Vacation Schools—Principal. Vacation Playgrounds—Principal of physical training; librarian. Evening Recreation Centers—Principal; librarian.

Wednesday, January 23, 2:30 P. M.—Vacation Schools—Teacher of bench work, whittling, and fret sawing; basketry, chair caning, cooking, nursing, Venetian ironwork.

Thursday, January 24, 2:30 P. M.—Evening Recreation Centers—Teacher and assistant of literary club work.

Friday, January 25, 2:30 P. M.—Vacation Schools—Kindergarten—Vacation playgrounds—Teacher and assistant teacher of kindergarten.

W R. Whitehead, M.D., of Denver, Col., tells us that he used antikamnia tablets, for years, and with the most satisfactory results, in cases of neuralgic headache, associated or not with disordered menstruation. He prescribes two tablets every two or three hours for adults.
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Address—State Supt. N. C. Schaeffer.

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"Should There Be Uniformity of Courses in Our Public High Schools?" Supt. Wm. Kirchbaum, Washington, Pa., and Prin. C. R. Neff, Millheim.

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Pensions in Pennsylvania.

The bill which the committee on annuities appointed by the State Association of Public School Teachers of Pennsylvania has prepared for presentation to the Legislature, reads as follows:

"That from and after the passage of this act, public school teachers, principals, supervisors, and superintendents who have taught in the public schools not less than thirty years, twenty of which shall have been in the public schools of the Commonwealth of Pennsylvania, may be retired upon an annuity equal to one-half the average annual salary received by such teachers, principals, supervisors, and superintendents during the five years of employment immediately preceding the date of retirement, which employment shall have been in the State of Pennsylvania, provided the annuity paid shall not be less than $200 or more than $600 in any one year.

Before any teacher shall be entitled to an annuity under this act it is necessary for the boards of education, boards of directors, or boards of controllers by whom the said teacher has been employed, to certify under the seal of said boards or thru satisfactory information the length of time that such teacher has taught in the public schools of their respective districts.

Said certificates and information shall be forwarded to the superintendent of public instruction and thereupon such teacher shall be entitled to the aforesaid annuity.

If any teacher retired on the provisions of this act shall be re-employed as a regular teacher by any school district, then such annuity shall cease, provided that after such re-employment cease the said annuity may be restored according to the provisions of this act.

"All annuities provided for by this act shall be paid out of the State treasury upon warrants properly drawn upon the State treasurer by the superintendent of public instruction.

"The superintendent of public instruction is directed to set apart out of the general school appropriation a sum equal to the amount required to carry out the provisions of this act of Assembly.

The committee, of which C. H. Garwood, of Kelly Street, Homewood, is chairman, is composed of H. M. Ferren, of Allegheny; Miss Mary E. McClintock, Meadville; Supt. G. W. Moore, Chester; Miss M. E. Bessett, Erie; Miss Mary McCormick, Indiana; Superintendent Fleck, Tyrone, and Superintendent Harmon, Hazleton.

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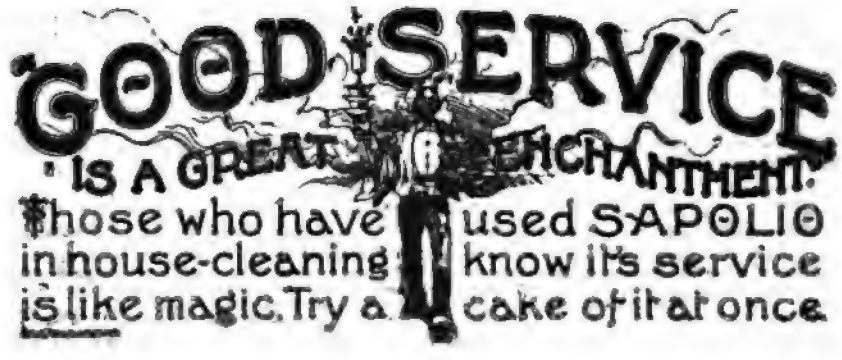

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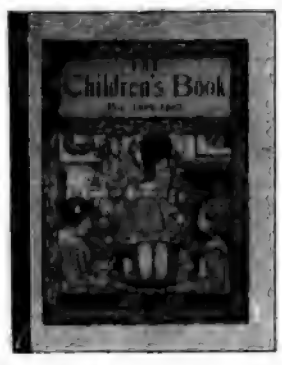

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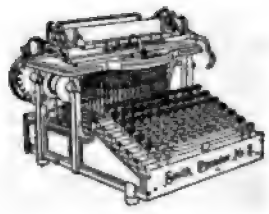

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII. For the Week Ending December 29, 1906 No. 24

OSSIAN LANG, Editor.

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Upward Declension.

United States Commissioner Brown has added another valuable document to the educational contributions of the Bureau by publishing Dr. Hailmann's excellent digest of the official reports of the German experts who visited our schools during the year of the Louisiana Purchase Exposition. THE SCHOOL JOURNAL referred to the importance of these reports some months ago. The criticisms they contain concerning the work of our schools are given in a sympathetic spirit and reveal a keen appreciation of our educational needs.

One point on which there is practical unanimity among these critics is that the results produced in the first primary years are in many instances astonishing, but that the more advanced classes accomplish comparatively little. This criticism is not new, but it comes with renewed force from these visitors to our schools. Generally speaking, we do get poorer work as we advance.

Either the primary teachers overstimulate the children at the start and make them blasé, or the grammar teachers are of an inferior caliber pedagogically. It may be that both conditions exist. The fact is that in their desire to make school work interesting, the teachers exhaust in the first three or four years almost every available source of new experience. No less undeniable is the fact that the teachers of the more advanced classes in the elementary schools are not usually very anxious to labor for progress in professional knowledge and skill. The subscription lists of the educational periodicals suggest this. The text-books, too, show that there is comparatively little demand for improvement.

With us in America, with children as active and bright as any to be found anywhere, the programs of work above the fourth school year are meager and narrow. There is a frightful waste of time in arithmetic and geography, owing largely to inadequate methods of teaching. Reading is still too largely occupied with unprofitable trivialities. In history we have yet to learn to separate essentials from non-essentials. No wonder the results of the grammar schools are often disappointing.

The high schools are no less neglectful of their opportunities. To be sure, the product of the grammar schools is not as well prepared for the work as it ought to be. However, this is no excuse for the prevailing neglect of proper adjustment of the beginnings of the high school to the program of the elementary school. The first high school year was not devised by a friend of humanity. It is—of course, I am speaking of general conditions only—a cruel imposition taxing the ambition of the neophites to the utmost. Many lose courage and drop out. Their departure is a great misfortune. The more reasonably the high school proceeds in adapting itself to the pupils as they are, the less difficulty it will have in holding them.

It will pay the superintendent to inquire closely into the reasons why so many pupils give up the struggle to gain a footing in high school work. There is something wrong with a school which loses a large percentage of its pupils in or at the close of the first year.

Nothing stimulates a child to greater effort than the feeling of genuine growth. Artificial stimulants must necessarily lose their effectiveness in the course of time. The teacher who labors conscientiously and intelligently to broaden and deepen the children's understanding and to develop their power of independent thinking and efficient doing, will have pupils ambitious to learn and advance. Conscientiousness alone will not do it. Conscientious treadmill horses—and their number is legion—do not inspire the onlooker with the beauty and magnitude of life. Intelligence in teaching means pedagogical insight and conformity with the results of the best educational experience. It is because of the lack of intelligent teaching that the work of the advanced grammar classes and the first high school year is so generally found to be unsatisfactory.

Hhere are a few significant passages from the German reports as translated by Dr. Hailmann. Dr. Dunker writes:

> In America, on the other hand, all great educational problems are in a fluid condition; they are discussed in meetings, books, magazines, and newspapers, often thoroly, sometimes superficially, almost always with enthusiasm and subjective conviction. The widest public is interested in the discussions. Usually the thought itself is derived from German studies, but here it is projected into the world of things, becomes a deed, often, it is true, before it is matured. The public is pleased to see it carried out; how this is done is frequently a minor consideration. Everywhere there is credulous optimism coupled with harmless dilettanteism, everywhere high aim, liberal execution, but lack of solidity in matters of detail.
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> While with us the school frequently points out to the children the inadequacy of their work, holds them to the perfect solution of minor tasks with painful attention to all difficulties, and overwhelms them with difficulties and exceptions, the opposite practice prevails in the American school. Difficulties are avoided, mistakes past by; frequently the pupils are given great tasks whose performance would exceed their power, and the school is satisfied with a childish treatment of the subject and makes the impression upon the children that the problem has been fully solved. This results in quickness of judgment, self-confidence, superficiality, and dilettanteism.

Dr. Muthesius writing specifically about American instruction in drawing says:

The results of the instruction, too, in the lower grades exceed all expectations. In the advanced grades, however, they do not wholly accord with this auspicious beginning. While the work of the children of eight or nine years is so admirable, the pupils of fifteen or sixteen often offer correspondingly little that is satisfactory. We should expect from the pupils of the highest grades that in drawing from nature they would have the ability to see form clearly and to apprehend an object accurately. But instruction has failed to develop a disposition to see clearly; the plant drawings of the sixteen-year-old pupils frequently present the same schematic pictures as those of the lower grades. Manifestly this is due to the fact that instruction wholly neglects exercises in accuracy. One is forcibly reminded of the desultory method of piano instruction that plays only parlor pieces without introducing the finger exercis esnecessary for the systematic progress of the pupil.

Lessons in Sex Physiology.

In another column will be found an interesting report of a significant meeting held under medical auspices to discuss the matter of teaching the physiology, hygiene, and ethics of sex in the schools. For three centuries discussions have turned about this point without leading to any practical result. Basedow was the first to teach sex physiology and hygiene as a regular school subject in his famous "Philanthropia," in the eighteenth century. Horace Greeley advocated the need of instruction of this nature, forty years ago. The medical periodicals have urged its importance for the last thirty years. The *Atlantic Monthly*, six years ago, published a widely read article by Henry D. Sedgwick, Jr.: "A Gap in Education," pointing out the debasement of the sexual life due to our abandonment of instruction regarding sex to forbidden books and the secret conversations of the young. But the most far-reaching contribution to the subject was made by President G. Stanley Hall, three years ago. A rare combination of scientist and educator, Hall issued his classic work "Adolescence; its psychology and relations to physiology, sociology, sex, crime, and education." Disregardful of bigoted conventions, the author accepts sex questions as essential in the education of man and presents them without apology to the extent of hundreds of pages in all their various aspects, intellectual, physiological, and moral, so logically a part of his great work that the reading public has accepted without sensational remark what had hitherto been almost unmentionable in education.

The necessity of recognizing sex in the practical teaching of pupils is before us in a greater force than ever before. Sex asserting its mastery for evil in secret vice, debauch, disease, and enfeebled heredity, is the result of its neglect by teachers, parents, and Government. Sex asserting its mastery for health, purity, poetry, art, happy marriage, and home-life is the proposition before us. Dr. Mary Putnam calls for its presentation in schools in the same spirit as G. Stanley Hall has set it forth in "Adolescence." The call of the times is for attention to a subject which educational prudery in America has persistently ignored. Dean Balliet is right: the subject has passed the stage of inquiry as to whether these subjects shall be taught. The present question is *how* the subject is to be presented.

Program of the Chicago Convention.

STATE SUPERINTENDENT, W. W. STETSON, OF MAINE, PRESIDENT.

Subjects for the Annual Meeting of the National Department of Superintendence, to be held in Chicago, February 26–7–8, 1907.

FIRST SESSION: THE SCHOOL AND THE PUBLIC.

a. Is the child the ward of the nation?

b. What should the public do for the care and training of children before they are admitted to the public schools?

(Counting the kindergarten as a public school?)

c. The financial value of education.

d. General discussion by members.

SECOND SESSION: THE SCOPE, DEFECTS AND PRODUCT OF THE SCHOOLS.

a. Should the school attempt the circle of the child's training, or address itself to the school segment?

b. Admitting that our schools are defective, who is responsible for present conditions?

c. Has the product of our schools reasonable fitness in scholarship and personal qualities for citizenship?

d. General discussion by members.

THIRD SESSION: KNOTTY PROBLEMS.

a. What fraction of the pupils in our secondary schools cannot derive compensating advantage therefrom?

b. What has been the effect on the pupil of the multiplication of subjects of study and the refinement of methods?

c. Order of development and studies suited to each stage.

d. General discussion by members.

FOURTH SESSION: THE NON-AVERAGE, EXPERIMENTS AND ESSENTIAL STUDIES.

a. Should the school furnish better training for the non-average child?

b. Are we experimenting too much and devoting too little time and effort to the fundamentals?

c. What are the essentials in subjects in the Elementary School Course?

d. General discussion by members.

FIFTH SESSION: QUALIFICATIONS AND TRAINING OF TEACHERS.

a. Minimum qualifications for the elementary school.

b. Minimum qualifications for the secondary school.

c. Growth—how continued.

d. General discussion by members.

SIXTH SESSION: ROUND TABLE CONFERENCES.

Papers are limited to twenty-five minutes each. No appointments have been made of members who will open or participate in the discussion. One hour and a half will be allowed for this part of the program during each session.

Speakers for the evening sessions will be announced later.

Instruction Concerning Sexual Hygiene at School.

On the evening of December 13, the lecture room of the New York Academy of Medicine was filled with a company representative of the various educational interests of the city, assembled to discuss the teaching of the physiology and hygiene of sex. Present were Dean Thomas Balliet of the School of Pedagogy of New York University; Dr. Luther Halsey Gulick, director of physical training in the New York City public schools; Miss Josephine Beiderhase, chairman of the department of physical training, Wadleigh High School; Miss Kate Turner, secretary of Erasmus Hall; Principal Katherine Blake, Public School No. 6, Manhattan; Principal George Chatfield, Public School No. 51; Dr. John P. Conroy, principal of Public School No. 179; Principal William McAndrew, Washington Irving High School; Mrs. Mary G. Williams, director of domestic science, New York public schools; Mrs. Mary Schenck-Woolman, Columbia University; Dr. Frank K. Perkins, Public School No. 26; City Superintendent Wm. H. Maxwell; Associate Superintendents George Davis and Edward B. Shallow, and over two hundred teachers and physicians.

The meeting was held under the auspices of the Society of Sanitary and Moral American Prophylaxis.

Dr. Balliet in opening the discussion said that the problem of teaching the facts of sex has been kept in the background by social conventions but that it must be faced and solved. We may not shrink from it. Its study is imperative to every one charged with the management of schools and the advancement of education. It has been objected that instruction in the functions of sex should be given at home. This has been the objection to every new thing ever introduced into schools. The natural place for instruction in everything that the schools now teach is the home. But the home-taught reading and writing and arithmetic and hygiene and sewing imperfectly, spasmodically, or not at all. A company of men and women especially prepared to teach these things, and making it their main business in life evolves from the necessities of the children, and thus schools arise. In the same way comes this need of knowledge of life and reproduction. No one can say that it is adequately taught at home. Many otherwise intelligent parents do not teach it at all. Children of the best families are left to derive their knowledge of sex from the most depraved talk and books and pictures. Some of the highest functions of life become in the minds of children associated with the lowest ideas. We find many children so surrounded by vicious suggestions that it is a wonder any of them grow up decent. The problem that confronts us is whether sexual morality is to be neglected as generally as it is now, or whether it is to be made a subject of special study and teaching. Very few teachers have given thought to how this is to be done; very few are therefore prepared to teach this kind of morality. It takes a special kind of fitness for teaching any kind of morality at all. It is easier to train the intellect than to develop the moral will. But the problem must be met and it is time for teachers to discuss it.

Professor Burt C. Wilder of Cornell University said that the testimony of medical journals and practitioners as to the prevalence of sexual diseases is appalling. One must shrink from saying what this condition is. The amount of sexual corruption from childhood up is terrible, with its long list of vices: masturbation, illicit intercourse even of little children with other children and with older persons are prevalent. Out of 232 college students canvassed 132 confessed to masturbation, 92 to other sexual sins, 24 confessed that they had yielded to this kind of temptation after they had decided to become ministers. Professor Wilder said he had brought with him a great many documents showing the prevalence of sexual vice but did not have the courage to quote from them.

"Shall we leave instruction in sexual hygiene to chance; or shall we take it up systematically in our institutions of learning? I confess I do not know."

Dr. Mary Putnam presented some results of investigations made by her in the schools of twenty cities. In the hundreds of schools thus studied she found hardly any attention given to sex instruction. In three girls' high schools she found that women physicians gave brief talks on menstruation, pregnancy, child-birth, and nursing. She reported that many teachers said they felt the importance of sex instruction but shrink from giving it. In some cases teachers had spoken privately to some students thought to be in need of advice and had handed them some tracts, but had been told by the principal or superintendent "not to stir these things up." Teachers are familiarizing their pupils with sex in flowers and the lower forms of animal life but nothing is done to educate students in the more important and pertinent facts of human sex, Shame, mystery, and actual evil are associated with sex in the minds of children, especially those over ten years old, but these are acquired ideas, not natural. The children acquire them from the persistent habit of their elders. To a child there is nothing shameful about sex. His mind is as open to true teaching regarding it as to any of the other great facts of science and life; but we stumble and evade and apologize before our teaching of it until we create an abnormal and unfortunate atmosphere about the whole subject.

Hundreds of thousands of people are suffering from sexual diseases who have committed no sexual faults at all. Innocent wives contract them from infected husbands. Heredity transmits them. The infection is easily given by drinking cups. It gets into the blood in various ways. No home is immune from the dangers of sexual sins. The doctrine of leaving the matter alone that disease may punish the guilty is utterly inadequate, as many innocent are infected for one guilty one. Loyalty to loved ones, loyalty to the whole race, loyalty to the unborn must be realized.

Normal schools, especially, should at once undertake the instruction of their students in the physiology and hygiene of sex. The prejudice against it is most damaging to the entire country. One prominent educator, in whose power is a great deal of the happiness of thousands, says: "I know of no men and few women among our teachers whom I should be willing to have teach the physiology of sex." We want educated teachers who can and will make efforts to protect the nation from the terrible risks which surround it. Sexual vice should be checked if not for moral then for physical reasons, because of the ravages so plainly discernible from all statistical investigations. Instruction as to the sexual diseases belongs with that regarding tuberculosis and diphtheria. It is an anomaly that one class of dangerous disease should be excluded from the contagious diseases that physicians are required by law to report to boards of health.

Each sex of school children needs special instruction and regular and thoro study. The use of pamphlets gives strength to the wrong idea of mystery, secrecy, and shame. It is not a subject for concealment. The scientific method of teaching it in connection with biology and physiology is the best because this is where the subject belongs and thru this channel it is approached naturally, without a sensational atmosphere and without

arousing home criticism. The difficulties are largely imaginary; they lie with the teachers, not with the children. Our assumption that we are treading on dangerous ground, our apologetic, hesitating manner creates the wrong impression and defeats the purpose desired. Those who have sincerely and calmly given this instruction testify that its reception has been all that could be desired.

Mr. John R. Elliot, of the New York Ethical Culture Schools, doubted the expediency of bringing in a physician to teach sex knowledge. It aggravates the wrong notion that the subject is unusual. It should be taught by teachers who have the confidence of the pupils, as elders who are able to select from the great storehouse of learning that knowledge which is of the most worth.

It is a fact that most of the impure thoughts and speech of children come from children. Adults do not corrupt children much, but from youth to youth, back before the dawn of civilization a tradition of corruption has been passed along. This suggests a possible use of youthful leadership in purifying the school atmosphere. Study the school classes and discover the leaders, the boys or girls whom the others copy. The group leader's words go further than ours. Impress them with the glory of clean thoughts, and of the will to do right.

"With the value of knowledge of the functions of sex I have no dispute, but that it is sufficient to deter men and women from vice is doubtful. The dangers of drunkenness are known but the inebriate falls not from lack of knowledge but from lack of will. Knowledge is not sufficient to deter mankind from sexual sin, but love, respect, and honor are. Teach children what their indulgence means to those they love, to their fathers, to their mothers, to their sisters, to their brothers, and to their friends. The resolve of a boy to have with a woman no relation that he would be unwilling a man should have with his sister or his mother is an old device of morality; but it is effective. Let the youth understand that you know and all men know that continence is noble and indulgence is weak; that the man who sins inevitably wrongs the woman, no matter who she is; that the woman who sins inevitably wrongs the man; that both wrong each other. Let the school teach that the foundation of our national greatness, of our happiness, and our health is the home and that sexual indulgence always, without exception, undermines the home feeling and strikes a blow, none the less effectively because secret, at the nobility of manhood and womanhood."

The Living Wage of College Women.

"If I keep my present position," said a comparatively young college graduate engaged in a preparatory school, according to an article in the New York *Sun*, "and live as I should, dress as I should, spend vacations in recreation as I should, indulge myself thru the school year in concerts and theaters as I should, retain my health, and meet with no unforeseen demands, by the time I am sixty years old I shall have enough money laid by to get me into a nice old ladies' home."

Perhaps the frequency of such statements, made not in complaint but as matters of fact, has moved the Boston branch of the Association of Collegiate Alumnae, aided by the Massachusetts Bureau of Statistics of Labor, to investigate the economic condition of college women. Heretofore reports as to the effect of college training upon the health of women in certain occupations, have been published under these auspices. In addition the United States Government has taken up the status of teachers, but not differentiating collegiate and non-collegiate. For the same reason reports made by teachers do not answer the questions of the conditions under which women who are salaried college graduates work and live.

The latest meeting of the New York branch of the Association gave up the entire interval between the report of the annual meeting held last spring in Chicago and the serving of afternoon tea to an informal and spirited discussion of "The Living Wage of College Women."

Among the questions from which the living wage is to be deduced are: "Your object in taking a college course? Your conjugal condition? Do men receive more, less, or the same pay in the same grade of work? Do you receive a higher salary because of your college training? If you board or keep house, the cost per week for food, room-rent, laundry, and annual furnishings and repairs? In your experience, what is the lowest price in your neighborhood for which suitable accommodations can be had? What, in your opinion, should be the minimum annual excess over cost of mere physical existence for a college graduate, to give her a satisfactory return? (The college woman has not only spent a considerable sum of money, but she has lost four to six years of wage-earning time.) The statement is currently accepted that no class spends so large a percentage of its income for 'conspicuous waste' as the scholarly class. How would you remedy this state of affairs?"

Promptly beginning at the end and working backward, various alumnae suggested that the college graduate ought to have a different standard of needs from the wealthy uneducated; that of late years the cost of living has increased from thirty to thirty-five per cent., and that salaries have not kept pace; by practical accounts of a group of housekeepers the living wage for "suitable" accommodations in the city must be $1,000, and that "for any human being" $10 a week excess over necessities is required. Also, not a more frugal but a more intelligent expenditure of money was advised, especially "in relation to the food supply."

Concerning trades entered by women an encouraging account was given by an architect who, in the first year of shifting for herself, cleared $500 more than when in an office, and a discouraging account of a lawyer who found that firms had to reserve places for the sons and relatives of important clients. Any trade but that of teaching was recommended for those who felt impelled to do more than "leaven the social lump." Nevertheless the discussion tended naturally not to the living wage of women who manage estates, are florists, interior decorators, farmers, journalists, illustrators, doctors, missionaries, actresses, etc., but to the living wage of the majority of college graduates, who are teachers.

On this point many spoke with authority. The $500 or $600 offered to a college assistant or lecturer is, of course, a subsidiary wage and renders such positions of nominal honor, prohibitive to many women of advanced learning. This accounts for Ph.D's in primary grades. In the public schools of New York City teachers in elementary grades receive from $600 to $1,200, the heads of departments $1,600, and a principal $2,500 to $3,000. In High Schools, where a college degree is almost essential, the girl just out of college receives from $700 to $1,000; with experience, $1,100 to $1,900. The first assistant receives $2,000 to $2,500. At present there is no woman high school principal.

As commentary on these figures, it was suggested that, as a general rule, salaries were not high enough; that people, bound by old rules, and not in proportion to increased living expenses, were not willing to pay enough for the education of their children. On the other hand, many a teacher is in the profession who would do better elsewhere. A college training does not entitle one to a school position; and the teacher who bemoans "I wish that vacation would come—this is all a terrible bore anyway"—is not of great pecuniary value. When she is efficient, she is in demand and can command a living wage.

Range and Limits of the Preparatory School.*

By CHARLES F. THWING, President of Western Reserve University.

The general law which determines the functions and limits of the preparatory school is the law of the increase of the relationship of truths as education advances. The first stages of education are concerned primarily with facts, the apprehension of individual truths is the chief function. As education proceeds, the apprehension of individual truths, of course, proceeds also, but the relations of these individual truths to each other and to other truths become yet more significant. The preparatory school stands in the mist of the application of this general law. Individual facts still have great value; apprehension and memory are yet primary functions; but the function of comparison and of relationship has begun to come into force in the mind of the student, and is to continue to play a yet more important part as his education proceeds.

Under this general law the preparatory school is not to forget that its primary function is twofold; it is to fit boys for college; it is also to fit boys to use the phrase which is used in one of the earliest documents of the Phillips Academy, at Andover, for the "great business of living." These two functions should be so planned and so conducted that they should be essentially one. The best preparation of a boy for a good college should be an equally effective preparation for a good life, and the conditions for admission to college should be so broad that what fits a boy well for the "great business of living" should also prove to be a worthy preparation for entrance to the freshman class.

In the performance of this duplex and yet one function it is the duty of the preparatory school to give the student a thoro training in the elements of the Latin language. Many arguments used for the study of Latin seem to me puerile. But there are two considerations which are of primary value. One of these considerations relates to the fact that the student who knows Latin extends vastly his conception of both the modern and the ancient world. He lengthens out his past by considerably more than a thousand years. The student whose linguistic studies begin and end with French and German has a past to his world of not over three hundred years; in German it is much less. The student who reads his Cierco and Virgil, even with all the haltingness which is so common, and so at once lamentable and ridiculous, lengthens out these three hundred years to two thousand. Is it not worth while for every boy and girl to think of life adequately, comprehensively, largely? Is it not advantageous to have a great and noble background for thinking, for judging, and, even more, for feeling? Is not the present more real and more significant when it is seen that the present puts its roots down into the walls of the tufa stones of the Roman forum? Whether one goes to college or not, it is of the highest importance to be able to relate one's self in heart and mind to the older world, out of which has come the present.

Furthermore, I hold a brief for Latin on the ground of its value in the formation of what one may still call English style. Why is it that so few of the writers of to-day possess a sense of style? The causes are doubtless manifest; but one cause at least is evident. It is the decline in the thoroness of training in Latin and the shortening of the period which most students spend in the study of the language. I will not go so far as does my friend Prof. Barrett Wendell of Harvard College, that most interesting critic, who tells me that in his opinion the only way of forming an English style is to write Latin verses; but I am glad to go with him so far as to say that one of the best ways of forming an English style is such a study of Latin that one can read his Horace without translating it, or, if one be not able to go so far as that, one may say that a good way of forming English style is also the putting of Horace or Livy or Cicero, both essay and oration, into noble Engish. If, therefore, what we call style in writing English has value, it is evident that Latin should form a part, and no small part, of the studies of the preparatory school.

Other considerations for the pursuit of the language might be added, but the limits set for this paper forbid their presentation.

I therefore pass on to say what seems to me also of some immediate importance. The preparatory school is to remember that it is to prepare the boy or the girl for the future in his heart, feelings, expectations, as well as in the formal intellectual disciplines. I mention this element, for so many foreign schools (by chance I write in Florence, Italy); seem to let the boy suck life's orange too early. Life's pleasures and satisfactions of a more material sort he has come to possess while he is still in his 'teens. Life's higher contentments he may have accepted and in part vacated before he is in full readiness for them. To him the noon of his characteristic development has been reached before the hour of twelve, and its early promise of nine o'clock has struck at the hour of seven. The approach to life's noble and great experiences is to be gradual. The freshness of life is not to lose either its dew or its bud. The idea of the blasé is to be sentenced and cast out of the preparatory school as not being in good form. The tendency of these boys to ape the manners and sports and ways of college men—and all imitations are usually of the worse and not the better—is to be discouraged. To these boys these school days and these school walls are to represent both living and life—splendid, hopeful, inspiring, full of fascination.

For securing this great result of intellectual and emotional freshness the teacher is the chief or the only force. Men, who, while manly, have been able to keep the boys themselves, represent the type. Methods are of slight avail. The men, forces in themselves, create the school atmosphere, and atmosphere is precious. Such men are hard to find. Scholarship is primarily of the intellect, and scholarship while transmuting the intellect into an engine of power and of delicacy may yet desiccate the emotional nature. These men, teachers in these schools, are indeed to be scholars, but they are to be more than scholars. They may be humanistic; it is well; they should also be humane.

But more and most, they should be human. Simple humanity is the chief thing to be asked for in a teacher, as indeed it is in the members of any profession. Such teachers, being human, are able to sympathize with the boy, to see with his eyes, and to feel in and out his exultations and disappointments. Such men, may God give them to us in the preparatory school and in the college, too.

*Reprinted from the New York *Times*.

Prescribed Sports.

[Editorial in New York *Tribune*, December 12.]

There is no graver matter agitating the world today than the question, What is a proper college sport? College authorities, having solved the puzzling difficulties of the curriculum and fashioned a course of studies which turns the student out a polished and finished intellectual product, are giving their attention to the things which form the other sides of the student's nature, so as to make him a well rounded man. They are trying to formulate a curriculum of sports which will make him as cultured physically and morally as the picking of his way among mental the pastures of the university by "election"—without "divine grace"—makes him intellectually. Child study is bearing its fruit. The calipers of wisdom have not measured the adolescent cranium in vain. The pin-prick test and the fatigue machine have caused a great searching of hearts over the results of the ancient self-confident systems of education. Play, it has been discovered, is the great teacher. Then, are not educators neglecting their opportunities if they allow play to slip out of their hands and go on unguided by superior knowledge of the psychological adaptability of means to ends? Unregulated play makes Jack a bad boy.

It is with these considerations in mind that the faculties of the universities are giving their attention to a proper curriculum of sports. Obviously, a college youth may be trusted to thread the maze of the intellectual curriculum unguided and unrestrained except by his own appetite for knowledge. But no such election should be permitted regarding play. If the A. B. degree is to stand for anything definite it must signify that the bachelor has wandered fancy free over the fields of science, literature, and art, sipping like a butterfly the flowers of culture on his errant way, and that he has simultaneously pursued a course in sports free from the dissipations and temptations of the "elective system," as stiff and definite as the old "prescribed" classics-mathematics plan of mental training. Who shall say whether a bachelor under the present haphazard dispensation has pursued football, or hockey, or baseball, or basketball, or tennis, or rowing, or golf; or, profiting by the elasticity of our present elective system of sports, has chosen some "soft snap," like tiddledewinks or mumble-the-peg, and loafed his way to his degree without the real educational advantages that spring from a proper course of sports?

Dr. Eliot, of Harvard, is a leader in this great movement for ending the elective system of sports, as he was the leader in introducing the elective system of studies. His university has not yet taken any definite action on the sports curriculum, but Dr. Eliot has not hesitated to show why certain sports should be excluded. Every sport in which there is a possibility of cheating should be proscribed as an educator of youth. Obviously, the opportunities for cheating should be confined to the intellectual side of the bachelor's training. Such chances as there are for cheating in recitations and profiting by "cribs" on examinations are enough for a man, without his being endangered by temptations to dishonesty in sport. Football is unmanly, rough, full of opportunities for dishonesty. Basketball is just as bad. Baseball is tricky and unsportsmanlike and dangerous to the umpire. How often in golf a lie is a lie! Too many in the "royal and ancient game" imperil their souls by a surreptitious choice between a "cup" and a "tee"! Tennis and rowing are the only blameless sports—the classics and mathematics of the modern "prescribed" course of the A. B. of play. They are morally and physically tonic. The young man whose character is imperiled by the temptations of the class-room and the examination paper may learn from tennis and rowing how to be truly good.

If anything else should be added to this prescribed course in sports we feel certain it ought to be hazing. Naturally, hazing could never become an intercollegiate game, but then so much the better, for we already have too many intercollegiate sports—gladiatorial spectacles which distract the college mind and overexcite the undergraduate emotions. Tennis and rowing are enough for intercollegiate contests. Hazing will serve as a strictly intramural pastime. No one can truthfully say that hazing affords an opportunity for cheating. When a youth is bidden to drink a bottle of milk or sing a song in public his taskmasters who supply that important desideratum of true sport, team work, see to it that he performs his stint without shuffling or evasion. In the recent case of hazing by which Harvard pardonably prides herself on establishing a "record" the young man shoveled snow with a soupladle without the faintest suggestion of that cheating which spoils most sports. He took the temperature of street-cars with the patient honesty worthy of a great scientist. He walked the midwinter streets of Boston in summer flannels in which there was no guile. He made his breakfast on mustard pickles served in buttermilk and raw oysters swimming in maple syrup, finishing with a squash pie. What chance, we should like to know, was there for cheating here? He delivered papers and carried about a "Teddy bear," two operations extremely open and aboveboard. There is an obvious moral discipline about this, strengthening to students overstrained by the inevitable temptations of the intellectual side of college life. We make bold to say that no man can have been properly hazed without being a better man, more fully equipped for life and worthier of the honorable degree of A. B.

The Value of Rest.

ELLA ADELIA FLETCHER, in the January *Delineator*.

The inability to rest, either at night or by means of short respites from activity during the day, is the beginning, with many women, of a nervous breakdown, and should be heeded as nature's warning that all is not well, and that the routine of life, whether of work or pleasure, must be closely scanned and so changed as to lessen the strain. Hurry and excitement, with constant overstrain, which is working on the nerves, are subtle nerve-wasters, for they consume double the energy required for the mere performance of the given act if it were done reposefully. Moods are to blame for much of this mischief injected into lives; but we should master our moods, not be mastered by them.

The amount of regular sleep required varies with the constitution, age, and habits of life; the brain worker, whose drafts on vitality are the largest, needing the most. At least seven to nine hours sleep are needed by all who lead active lives and would keep themselves physically and mentally at the summit of their powers. Physicians agree that woman commonly requires at least an hour's more sleep than man; but also that she bears deprivation of rest better. This is due, however, to the fact that in crises which demand wakefulness her sympathies and emotions are commonly involved, and the intensity of her interest keeps her alert. Not till the excitement—which in her is an exaltation of spirit holding her to duty—is passed will she feel the loss of rest, but then she should yield herself to an increased amount of sleep, as should the brain worker after every unusual and prolonged effort.

Secret Societies in High Schools.

F. W. COBURN.

To fraternize or not to fraternize is a problem that is now agitating high school lads and lasses in many an American community. Their teachers for the most part appear to be determined that they shall not. There are signs of a widespread movement among educators to abolish Greek letter societies from secondary schools. Resolutions to that effect were adopted the other day in Chicago. The agitation has assumed especial importance in a number of New England towns. It contains features that would seem to be of importance to schoolmen everywhere.

The first serious protest, so far as I know, in the eastern part of the country, against these fraternities which, in imitation of the societies that flourish in the colleges, have been organized in many of the high schools about Boston, arose two years ago in Winchester where Rev. J. W. Suter, an Episcopal clergyman, formerly a member of the School Board, denounced the Greek letter fraternities as undemocratic and tending to create cliques and factions among young people who ought to be united by common interest in their studies and in harmless amusements. There followed a spirited controversy, carried on thru the columns of the local press. Old-time Yankee individualists inveighed against the proposal to limit young people's personal liberty and initiative. Many sensible citizens, on the other side, sided with Mr. Suter, who did not indeed immediately accomplish his object of securing a prohibition of the fraternities but who certainly made it obligatory that their members cease making exhibitions of themselves in public places.

In other towns of Massachusetts the fraternities and "sororities" have more recently been assailed. In Gloucester, for example, the School Board not long ago addressed a letter to the parents and guardians of pupils asking their co-operation in breaking up these associations, the influence of which they distrust. The ground on which interference is based in the Cape Ann city is that such organizations encroach upon time which should be devoted to study, that they are expensive and that their tendency to break the school into antagonistic groups is unhealthy and undesirable. To the spirit of the letter which was submitted the principal of the Gloucester high school, Mr. A. W. Bachelor, heartily subscribed.

The boys in the Gloucester school, it seems, have a fraternity, the Sigma Upsilon Phi, the girls one which they designate as the Delta Theta.

The local public was scandalized this early autumn by a sensational initiation in the course of which candidates for the boys' society paraded up and down the streets at midnight in their night gowns and pajamas and then, in the wee small hours, adjourned to a summer cottage outside the city where they continued their antics until school time. Such affairs are naturally resented by decent citizens as not according strictly with the purposes of education that costs the community heavily; and, whether or not the fraternities are stamped out, it is unlikely that such an affair will occur again for several years.

Melrose, a suburban city about ten miles from Boston, has also been shaken by an anti-fraternity agitation. Resolutions condemning the secret societies of the high school have been prepared by a special investigating committee of the School Board consisting of Edwin S. Small, Mrs. Isabel Stantial, and Mrs. Holden. These resolutions were presented to the full Board at a meeting attended by scores of interested parents. They are to be considered further.

The special committee declared that membership in the Melrose societies is "based on good dollars, good looks, and parental wealth." One paragraph of the resolutions states: "We are firmly convinced that rather than allow our great system of public schools to become debased into schools of cliques and caste, of contempt for humanity, scholarship, and duty, it would be better for the youth, and better for the commonwealth, if our school-houses close their doors and the children labor for an honest livelihood."

The immediate outcome in Melrose—and no doubt a similar result can be predicted for other places in which a similar agitation has been started—seems to have been the division of the town into factions, one siding with the "martyrized" young people, the other supporting the duly constituted authorities. Among parents there is by no means the unanimity one might expect in so plain a case.

That fact prompts a bit of moralizing. Whether the final result—for anything but the disappearance of the obnoxious societies is unthinkable—could not be hastened by a more psychological method of attack is a query I should like to put, and then leave unanswered. It must be conceded that there is no logical defence for the existence of Greek letter societies in public high schools—even if they are defensible in the colleges, of which, as a non-fraternity man, I am extremely doubtful. But neither, I suspect, as a citizen happily without "lodge" affiliations, is there any logical *raison d'etre* in the midst of the rich full life of our democracy for the masonic and other orders. These organizations are simply persistent thru force of tradition and thru the survival into our times of instincts, proper and necessary in the centuries of semi-civilization. They appeal with particular force to those people who are intellectually still in the Middle Ages.

So that secret societies with their paraphernalia of degrees and mummeries are no doubt, among certain types of mankind, biologically if not logically reasonable. They subserve definite needs of the sort of people who compose them. May it not be true, therefore, that the high school fraternity partially supplies, tho in an extremely undesirable way, a need of young people in a certain stage of development? Is it not possible that correction of the evil lies not in forced elimination but in quiet substitution?

Just what the nature of the substitute should be, far be it from a man out of practical school work to suggest. That is up to school principals and superintendents. It is also part of the school community of the future.

THE SCHOOL JOURNAL

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Modern History Teaching.

By MILNOR DOREY, English Department, High School, Trenton, N. J.

History is not taught in the public schools to-day as it was fifty years ago. The business man, the lawyer, the doctor, now hurries to his office absorbed in a life widely remote from the life of his childhood days, but thinks that school keeps in much the way it did when he had something to do with it—if he thinks about it at all. When a boy, he shuffled along thru the dust to the red school-house at the crossroads, with his Noah Webster, Nicholas Pike, or Peter Parley under his arm, droned the day thru, and went home to his chores. His recollections of those days are confined to sleepy hours spent in "ciphering" Pike's "Alligation Medial" and the "Properties and Tonnage of Noah's Ark," or cramming into his puzzled brain the Ten Commandments, the "decline and fall" of man, and the "primrose way to the everlasting bonfire"—all in the sugar-coated guise of grammar, geography, and history. Each year found him in the same old humdrum round; and he might have been there still, had not a rapid physical growth pushed him on to the time to "graduate."

If there is still in him any mellowing affection for those days, it is at the memory of stolen moments behind his geography, with the clumsy leather-backed history before him, and the fascinating deeds of his forefathers probing his imagination. The text-book was soporific, and the teacher stupid; and probably all the real history he ever got was from a stolen peep at Cooper or Washington Irving, or some romancer not so well known. No matter if the pictures represented Captain John Smith embracing a coy Pocahontas dressed like a ballet dancer, or Christopher Columbus jumping from his ship into the arms of the American Indians like a winged Pegasus, those were the times when he learned history. To be sure, the print was bad, the cuts worse, the style dry and didactic, and the instruction uninspiring; but history was not learned on the sagging benches underneath the master's stern, oracular goggles, but behind the sheltering geography, or under the sputtering candle, and in the field when the plowshare overturned some rotting skull or Indian hatchet.

To our nowaday scientific and esthetic mind the colonial and constitutional period histories could not have been more uninteresting. The paragraphs were brief, unamplified, and isolated. There was no attempt to view history as a growth or as a whole. Fact succeeded fact in detached, unrelated form, and with cannonade-like precision. And what were those facts? This is a sample: "The innocence and felicity of the first pair were of very short duration. They violated, with daring impiety, the sole command of their Maker. The precise time of the transaction cannot be determined, but it was probably only a few days after their creation." The teacher taught solely from the book, droning it out, making the same edition serve all grades of pupils, and for all time—until they rotted on his hands. He had no conception of the illuminating quality of facts, and went on year after year cramming them down the throats of his terror-stricken pupils, whose only incentives to cultivate their memories in this fashion was their previous hours of elation when they had a chance to dream—perchance, while lying abed in the morning and staring at Indians on the white plaster walls. The only indications of this secret ferment was the frenzied waving hand of Billy Jones or Tommy Sykes when Johnny Bates did not know what the war of 1812 was all about, and the teacher had shouted out the welcome word "hands!"

Such was the way they dispensed "history" to us in the forties; and the pedagogs kept at it in the same old way until far into the eighties. Any of us who remember our Barnes and Swinton (peace to them!) will recall counting the weary hours conning the same array of deadly facts, facts, facts. The intelligent Montgomery to-day charms us with a real literary style—something never thought of in a text-book before. The war clouds of the Franco-Prussian War may have settled some fifteen years before, but the histories of our callow youth very respectfully stopped at that point with abrupt, mysterious silence. School histories to-day describe President Roosevelt chopping wood at Oyster Bay. Our older teachers informed us with profound assurance that Plymouth Rock was stepped on in 1620, and that Gettysburg was a very important battle indeed. To-day the boys and girls are given mammoth excursions to these points, with vociferating guides and soda-water thrown in. No doubt we informed our teachers on examination day, as certain of our forefathers did, that "history is a book that the scholars study about," or on another occasion, with great prophetic truth, that "history is studying an examination." If to-day we were suddenly to be penned up in school with histories in our hands, we should find ourselves performing some astounding feats.

Historians have been much more painstaking and industrious since we went to school. Besides, there have been more boys and girls to cram history into. We should have to know all the ins and outs of the American political campaign for years back. We perhaps should gain a smattering of the recent course of American diplomacy in the Japanese-Russian War. The presses are kept hot turning out histories of these matters, written up from all points of view and in every style and language. The Committees of Seven, Ten, and Twelve, the Educational Associations, teachers, publishers, and authors, are constantly getting their heads together to devise something new for the department of history in the public schools, either in the books or teaching method. Possibly in no other subject, save English, is there so much interest taken to-day, such frantic anxiety to devise "modern, scientific, pedagogic schemes for arousing, maintaining, and propagating enthusiasm," as in the subject of history — Not content with the high school, the history-teacher has invaded the primary grades, with the text-books and instruction "placing the greatest emphasis" on such institutions as the colonizing movement, the revolutionary wars, the explorations and conquests, and such important characters with their deeds, as Williams, Hudson, Paul Revere, Penn, Washington, Franklin, Fulton and Whitney, Lincoln, Grant, and McKinley. Effort is constantly made "to awaken the child's mind to an intelligent and rational conception of the nation's growth and trend," and to "instil a love for its principles and heroes." On thru ascending grades, the older pupils study history "topically." Books are constantly revised, the libraries are filled with endless volumes of reference and supplementary works which the pupils use in their labor. The teacher, specially trained, thoroly alive to the demands and possibilities of his field, conducts recitations, oral and written "tests," "informal and formal discussions," "topic analyses," "excursions to historic points," all from "the scientific basis." Lectures are given at institutes and before the schools; countless maps, pictures, portraits and drawings, works of art, and models of all kinds are drawn into service, that no stone may be

unturned in shoving on the ten-year-olds what the human race has been doing, why it did it, how it affects them, there in their seats, and what they should do in the future.

Ancient and medieval history suffers the same. Not stopping at the Declaration of Independence and Abraham Lincoln, or Solon's laws, feudalism, and the Magna Charta, the pupil must get at the facts about the Magyars, Odovakar, Bellerophon, Ptolemy Soter, Mettus Fufetius, Cynoscephalae, acts, bills, bulls, and laws without end, leagues, diets, covenants, wars, battles, names, and dates, and be able to write, discuss, or orate upon the effect of history on literature, art, science, economics, morals, and religion. And the end is not yet.

This is all very well. We would not for the world have our younger generation grow up in ignorance of the fact that Hercules did not perform thirteen labors; that Nerva ruled Rome sixteen months and not seventeen; that Henry VIII. would likely have married again if he had not died so soon; that Christopher Columbus wore red stockings; and that Sheridan's celebrated Winchester was nineteen and not "twenty miles away." But there come moments when we want to run away from the countless libraries; the breathless, scrupulous, adorned schoolrooms; the routine details of recitations, examinations, lightening-like quizzes from encyclopedic teachers; the endless fret for facts; and bury ourselves in musty reminiscences with our good friend Peter Parley or Barnes. No doubt, in those days we did not learn so much or receive such efficient training for usefulness, as our children to-day. No doubt, if we were children to-day, we should still enlighten the world with the fact that "Washington crossed the Delaware in 1492," that "the Boston Tea Party was the first one ever given," or that "Lady Jane Grey studied Greek and Latin, and was soon after beheaded." Childlike, we should certainly say, as one did recently with solemn conviction: "Caesar was a great man. He wrote a book for schools in Latin, and was stabbed in the Capitol." But, after all, would our knowledge of real history and its meaning be any the less?

What's in a Name?

By EMILY C. WEBBER, California.

Many citizens of Christendom have worn the names of their patron saints; similarly the ancients sought for their strongholds the favor of the gods.

Athens, most famous of Grecian cities, received its name, according to the tradition, from its patron, Athena, goddess of wisdom. Athena, Minerva in the Latin, presided over many arts of peace; prudent and righteous were her ways, and gracious and helpful was she to mortals. The myth is that she won the city from her rival, Poseidon, god of the sea, in a competitive contest. It had been decreed that whoever should produce the gift most useful to mankind should be awarded the city. Considering the many uses of the olive tree, which Athena offered, the shade of its foliage, the nourishing food of its fruit, and its branches as emblems of peace, the gods decided it to be a more beneficient gift than the horse of Poseidon, which signified war and destruction. The horse galloped away to Arabia, where his speed and beauty were appreciated.

When the Athenians were delivered from fear of Persian invasion, in their gratitude they built the Parthenon, most beautiful of temples, in honor of their guardian goddess.

Calcutta, venerable city of storied India, was named for the goddess Kali, whose shrine was near it.

The name of Carthage, mistress of the Western Mediterranean centuries before the birth of Christ, meant New Town. It was new as compared with the older African colony Utica, and the mother city, Tyre, which had been great in commerce even in the distant days of King Solomon the Wise.

The word Tyre signifies a rock, and the city was partly built on two rocky islands. The name of Sidon, the other Phœnician city, celebrated for its commerce, means "Fishing-Town."

Alexandria, the great city of Egypt, situated at the mouth of the Nile, was one of many namesakes of Alexander the Great, founded by Alexander the and called after him. It became a great mart, as Tyre and Sidon had been at an earlier periods, and a center of learning as Athens had been. Its famous library is said to have contained a copy of every Greek book.

Constantinople, like Alexandria, was named for a great ruler. In 330 A. D., the Roman emperor Constantine moved his royal court to Byzantium, on the Bosphorus, and renamed the city. Constantinople has had a checkered history; Greek, Roman, Moslem, in turn, has dominated its destinies.

According to the meaning of its name, hoary Memphis, which saw the dawn of Egyptian history, was the "city of the good"; Jerusalem, "the city of peace"; Babylon, the splendid, "the gate of God."

Rome suggests Romulus, its fabled founder. Etymologists now consider the word as meaning "strength." Rome was a strong-walled town even in its early days, and strong was its rule over the peoples it brought under its sway.

Florence, Italy, "city of flowers," was sometimes called La Bella, the beautiful.

Dublin's name signifies black pool, originally that part of the river Liffey on which the city now stands. Edinburgh, the Dunedin of the poets, was originally "Edwin's castle."

Paris took its name from the ancient Celtic tribe which once had its huts where the beautiful arches and columns of the great modern city now rise. Likewise, the Gallic Veneti, fleeing from Attila, and his terrible Huns, built their homes out upon the islands at the head of the Adriatic, and thus laid the foundations of world-renowned Venice.

From the old days of Phœnicia and Greece, down to the present, colonists have liked to reproduce in their new country the dear familiar names of the fatherland. Our New England's Hull, Portsmouth, Plymouth, Dover, and many others, recall names known and loved in old England. New Amsterdam became New York when the Dutch gave way to the English rule of the Duke of York. New Orleans suggests its French origin.

Boston, "the three-hilled rebel town," was originally Trimountain. Its name was changed in honor of John Cotton, the famous preacher, who came thither from Boston in Lincolnshire, England. The word Boston is a contraction of Botolph's town.

San Francisco was first named Yerba Buena (good herb). Later it was rechristened in honor of good Saint Francis of Assisi, devout founder of the Franciscan Order of Friars. In fact, the greatest sufferers from the earthquake of April 18, San Francisco, Santa Rosa, and San Jose, had all received saints' names from the Spanish padres, who settled in California in early days.

Gibraltar, in classic times, was one of the Pillars of Hercules. A myth of that mighty hero tells us how, with one turn of his powerful arm, he pulled

the mountain asunder, and permitted the waters of the sea to flow into the ocean.

The word Gibraltar means hill of Tarik. Tarik was one of the Moslem leaders who crossed from Africa and helped win Spain for Islam.

Mediterranean is the midland sea, the Pacific, the peaceful ocean, the Atlantic the sea of Atlas. The giant Atlas, according to Grecian mythology, supported the western sky upon his shoulders. In this same Western land was the garden of the Hesperides, where grew the golden apples, guarded by dragons.

Truly, in a name there may be a pleasing tale, or even an imperishable bit of history.

Gems from the German.

Rheinsage.

Am Rhein, am grünen Rheine,
Da ist so mild die Nacht,
Die Rebenhügel liegen
In goldner Mondenpracht.

Und an den Hügeln wandelt
Ein hoher Schatten her
Mit Schwert und Purpurmantel,
Die Krone von Golde schwer.

Das ist der Karl, der Kaiser,
Der mit gewaltiger Hand
Vor vielen hundert Jahren
Geherrscht im deutschen Land.

Er ist herauf gestiegen
Zu Aachen aus der Gruft,
Und segnet seine Reben,
Und atmet Traubenduft.

Bei Rüdesheim da funkelt
Der Mond ins Wasser hinein,
Und baut eine goldene Brücke
Wohl über den grünen Rhein.

Der Kaiser geht hinüber,
Und Schreitet langsam fort,
Und segnet längs dem Strome
Die Reben an jedem Ort.

Dann kehrt er heim nach Aachen
Und schläft in seiner Gruft,
Bis ihn im neuen Jahre
Erweckt der Trauben Duft.

Wir aber fullen die Römer
Und trinken im goldnen Saft
Uns deutsches Heldenfeuer
Und deutsche Heldenkraft.

—GEIBEL.

Der Fischer.

Das Wasser rauscht', das Wasser schwoll,
Ein Fischer sass daran,
Sah nach dem Angel ruhevoll,
Kühl bis ans Herz hinan,
Und wie er sitzt und wie er lauscht,
Teilt sich die Flut empor;
Aus dem bewegten Wasser rauscht
Ein feuchtes Weib hervor.

Sie sang zu ihm, sie sprach zu ihm:
"Was lockst du meine Brut
Mit Menschenwitz und Menschenlist
Hinauf in Todesglut?
Ach! wüsstest du, wie's Fischlein ist
So wohlig auf dem Grund,
Du stiegst herunter wie du bist,
Und würdest erst gesund.

"Labt sich die liebe Sonne nicht,
Der Mond sich nicht im Meer?
Kehrt wellenatmend ihr Gesicht
Nicht doppelt schöner her,
Lockt dich der tiefe Himmel nicht,
Das feuchtverklärte Blau?
Lockt dich dein eigen Angesicht
Nicht her in em'gen Tau?"

Das Wasser rauscht', das Wasser schwoll,
Netzt' ihm den nackten Fuss;
Sein Herz wuchs ihm so sehnsuchtsvoll,
Wie bei der Liebsten Gruss.
Sie sprach zu ihm, sie sang zu ihm;
Da war's um ihn geschehn:
Halb zog sie ihn, halb sank er hin,
Und ward nicht mehr gesehn.

—GOETHE.

Es war ein altes König.

Es war ein alter König,
Sein Herz war schwer, sein Haupt war grau;
Der arme, alter König,
Er nahm eine junge Frau.

Es war ein schöner Page,
Blond war sein Haupt, leicht war sein Sinn;
Er trug die seid'ne Schleppe
Der jungen Königin.

Kennst du das alte Liedchen?
Es klingt so süss, es klingt so trüb!
Sie mussten beide sterben,
Sie hatten sich gar zu lieb.

—HEINE.

Erinnerung.

Willst du immer weiter schweifen?
Sieh, das Gute liegt so nah.
Lerne nur das Glück ergreifen,
Denn das Glück ist immer da.

—GOETHE.

The Most Perfect Poem by Any Living Writer.

Current Literature reprints in its December issue a lyric, of which the greatest living poet, Algernon Charles Swinburne, has said that: "A more perfect piece of writing no man alive has ever turned out." The author of this poem is, however, not, as we should imagine, one of the great lyrists of the age, but a man whose reputation was acquired in the field of the novel—George Meredith.

We saw the swallows gather in the sky,
And in the osier-isle we heard them noise.
We had not to look back on summer joys,
Or forward to a summer of bright dye,
But in the largeness of the evening earth
Our spirits grew as we went side by side.
The hour became her husband and my bride.
Love that had robbed us so, thus blessed our dearth!
The pilgrims of the year waxed very loud
In multitudinous chatterings, as the flood.
Full brown came from the West, and like pale blood
Expanded to the upper crimson cloud,
Love that had robbed us of immortal things,
This little moment mercifully gave,
Where I had seen across the twilight wave
The swan sail with her young beneath her wings.

Chapman's Translation of the Iliad.

Teachers who are this year reading with pupils the first three books of Homer's "Iliad," will enjoy having at hand the translation by George Chapman, which was started in THE SCHOOL JOURNAL for September 29, and which will be continued thru the "high school" numbers until the three books have been thus completed. Pupils will enjoy reading aloud, or hearing read, portions from the translation. Previous instalments have appeared in the numbers for September 29, October 27, and November 17.

This speech us'd, Patroclus did the rite
His friend commanded, and brought forth Briseis from her tent,
Gave her the heralds, and away to th' Achive ships they went.
She sad, and scarce for grief could go; her love all friends forsook,
And wept for anger. To the shore of th' old sea he betook
Himself alone, and casting forth upon the purple sea
His wet eyes, and his hands to heaven advancing, this sad plea
Made to his mother; 'Mother! Since you brought me forth to breathe
So short a life, Olympius had good right to bequeath
My short life honour; yet that right he doth in no degree
But lets Atrides do me shame, and force that prise from me
That all the Greeks gave.' This with tears he utter'd, and she heard,
Set with her old sire in his deeps, and instantly appear'd
Up from the grey sea like a cloud, sate by his side, and said:
'Why weeps my son? What grieves thee? Speak, conceal not what hath laid
Such hard hand on thee: let both know.' He, sighing like a storm,
Replied: 'Thou dost know. Why should I things known again inform?
We marcht to Thebes, the sacred town of King Eëtion,
Sackt it, and brought to fleet the spoil, which every valiant son
Of Greece indifferently shar'd. Atrides had for share
Fair-cheekt Chryseis: after which, his priest that shoots so far,
Chryses, the Chryseis' sire, arriv'd at th' Achive fleet,
With infinite ransom, to redeem the dear imprison'd feet
Of his fair daughter. In his hands he held Apollo's crown,
And golden sceptre; making suit to every Grecian son,
But most the sons of Atreüs, the others' orderers,
Yet they least heard him; all the rest receiv'd with reverend ears
The motion, both the priest and gifts gracing, and holding worth
His wisht acceptance. Atreüs' son yet (vext) commanded forth
With rude terms Phoebus' reverent priest; who, angry, made retreat,
And pray'd to Phoebus, in whose grace he standing passing great
Got his petition. The God an ill shaft sent abroad
That tumbled down the Greeks in heaps. The host had no abode
That was not visited. We askt a prophet that well knew
The cause of all; and from his lips Apollo's prophecies flew,
Telling his anger. First my self exhorted to appease
The anger'd God; which Atreüs' son did at the heart displease,
And up he stood, us'd threats, perform'd. The black-eyed Greeks sent home
Chryseis to her sire, and gave his God a hecatomb
Then, for Briseis, to my tents Atrides' heralds came,
And took her that the Greeks gave all. If then thy powers can frame
Wreak for thy son, afford it. Scale Olympus, and implore
Jove (if by either word, or fact, thou ever didst restore
Joy to his griev'd heart) now to help. I oft have heard thee vaunt,
In court of Peleus, that alone thy hand was conversant.
In rescue from a cruel spoil the black-cloud-gathering Jove,
Whom other Godheads would have bound (the Power whose pace doth move
The round earth, heaven's great Queen, and Pallas); to whose bands
Thou cam'st with rescue, bringing up him with the hundred hands
To great Olympus, whom the Gods call Briarëus, men
Ægæon, who his sire surpast, and was as strong again,
And in that grace sat glad by Jove. Th' immortals stood dismaid
At his ascension, and gave free passage to his aid.
Of all this tell Jove; kneel to him, embrace his knee, and pray,
If Troy's aid he will ever deign, that now their forces may
Beat home the Greeks to fleet and sea; embruing their retreat
In slaughter; their pains paying the wreak of their proud sovereign's heat;
And that far-ruling king may know, from his poor soldier's harms
His own harm falls; his own and all in mine, his best in arms.'
Her answer she pour'd out in tears: 'O me, my son,' said she,
'Why brought I up thy being at all, that brought thee forth to be
Sad subject of so hard a fate? O would to heaven, that since
Thy fate is little, and not long, thou mightst without offence
And tears perform it! But to live, thrall to so stern a fate
As grants thee least life, and that least so most unfortunate,
Grieves me t' have given thee any life. But what thou wishest now,
If Jove will grant, I'll up and ask; Olympus crown'd with snow
I'll climb; but sit thou fast at fleet, renounce all war, and feed
Thy heart with wrath, and hope of wreak; till which come, thou shalt need
A little patience. Jupiter went yesterday to feast
Amongst the blameless Æthiops, in th' ocean's deepen'd breast,
All Gods attending him; the twelfth, high heaven again he sees,
And then his brass-pav'd court I'll scale, cling to his powerfull knees,
And doubt not but to win thy wish.' Thus, made she her remove,
And left wrath tyring on her son, for his enforéed love.
Ulysses, with the hecatomb, arriv'd at Chyrsa's shore;
And when amidst the haven's deep mouth, they came to use the oar,
They straight strook sail, then roll'd them up, and on the hatches threw;
The top-mast to the kelsine, then, with haleyards down they drew;
Then brought the ship to port with oars; then forkéd anchor cast;
And, gainst the violence of storms for drifting made her fast.
All come ashore, they all expos'd the holy hecatomb
To angry Phoebus, and, with it, Chryseis, welcom'd home;
Whom to her sire, wise Ithacus, that did at th' alter stand,
For honour led, and, spoken thus, resign'd her to his hand:
'Chryses, the mighty king of men, great Agamemnon, sends
Thy lov'd seed by my hands to thine; and to thy God commends
A hecatomb, which my charge is to sacrifice, and seek
Our much-sigh-mixt woe his recure, invokt by every Greek.'
Thus he resign'd her, and her sire receiv'd her highly joy'd.
About the well-built alter, then, they orderly employ'd
The sacred offering, washt their hands, took salt cakes; and the priest
With hands held up to heaven, thus praid: 'O thou that all things seest,
Fautour of Chrysa, whose fair hand doth guardfully dispose
Celestial Cilla, governing in all power Tenedos,
O hear thy priest, and as thy hand, in free grace to my prayers,
Shot fervent plague-shafts through the Greeks, now hearten their affairs
With health renew'd, and quite remove th' infection from their blood.'
He praid; and to his prayers again the God propitious stood.

College Entrance Examination.

Instructions to Candidates and Teachers.

I. APPLICATIONS FOR EXAMINATION—Candidates for examination in June, 1907, in any one or more of the subjects in which examinations are offered by the College Entrance Examination Board, are required to file an application with the Secretary of the College Entrance Examination Board, Post Office Sub-Station 84, New York, N. Y. The blank form for this application will be mailed to any teacher or candidate on request.

Applications for examinations at points in the United States east of the Mississippi River (also at Minneapolis, St. Louis, and other points on the Mississippi River) must be received by the secretary on or before Monday, June 3, 1907; *applications for examination elsewhere in the United States or in Canada must be received on or before Monday, May* 27, 1907; *and applications for examination at points outside the United States and Canada must be received on or before Monday, May* 13, 1907. In order to facilitate the making of arrangements for the proper conduct of the examinations, it is desired that all applications be filed as early as possible.

It is particularly requested that in every case where a teacher files an application for a pupil the application be explained to the pupil so that the latter may understand exactly what subjects he or she is to offer at the examinations.

II. FEES—Each application for examination filed in accordance with the regulations described in the preceding article, must be accompanied by the examination fee, which is five dollars for candidates examined at points in the United States and Canada, and fifteen dollars for candidates examined at points outside of the United States and Canada.

Applications received later than the dates named in the preceding article will be accepted when it is possible to arrange for the examination of the candidates concerned, *but only upon the payment of five dollars in addition to the regular fee.*

The examination fee (which cannot be accepted in advance of the application) should be remitted by postal order, express order, or draft on New York to the order of the COLLEGE ENTRANCE EXAMINATION BOARD.

The fee must be paid by all applicants, whether they intend to present themselves for examination in one subject or in several subjects.* The secretary will issue a receipt for the fee, which must be preserved by each candidate and shown (not surrendered) to the supervisor in charge of the examination, as evidence of his or her right to be admitted to the same.

A candidate for examination in two or more successive years will be required to pay an examination fee in each year.

The fees of candidates for examination in June, 1907, *whose applications have been accepted by the secretary, can under no circumstances be returned unless the request for their return is received on or before Monday, June* 10, 1907.

*Candidates presenting themselves for examination in English alone at Ithaca, N. Y., for admission to Cornell University, or at Schenectady, N. Y., for admission to Union University, or at Hamilton, N. Y., for admission to Colgate University will be required in 1907 to pay an examination fee of only one dollar. The application of such candidates *must be made on a special application blank* which may be obtained from the Secretary of the College Entrance Examination Board. An extra fee of five dollars will be required of such candidates if their applications are filed later than Monday, June 3, 1907.

III. SUBJECTS OF EXAMINATION—Candidates may present themselves for examination in one subject or in several subjects, but will not be permitted to offer any part of a subject. For example, a candidate for examination in Cicero must offer six complete orations, and a candidate for examination in Algebra to Quadratics must offer the entire list of topics described in the definition of Algebra to Quadratics.

Candidates for admission to a given college or scientific school, or to a particular school or department of a given college or university, must themselves select those subjects which that college or scientific school requires for admission. The necessary information on this point is most readily found in the catalogs of the several colleges and scientific schools for the current year.

With few exceptions, every college and scientific school in the United States, whether for men, for women, or for both men and women, accepts the examinations of the Board as a satisfactory equivalent for its own separate admission examinations upon the same subjects.

IV. PRELIMINARY SUBJECTS — Candidates who offer themselves for examination on preliminary subjects must be careful to select those subjects for examination which are designated as acceptable preliminary subjects by the college or scientific school of their choice. Candidates must also inform themselves as to the limit set by any given college or scientific school upon the time during which the results of a preliminary examination will be held to the credit of an applicant for admission. For example, it is not usual to permit the results of a preliminary examination to stand to the credit of a candidate for more than sixteen months.

V. CONDUCT OF EXAMINATIONS—1. Each examination will be in charge of a supervisor and as many proctors as may be necessary. No person who has participated in the preparation of any candidate will be appointed supervisor or proctor of an examination in which such candidate is entered.

2. The examinations will be strictly limited to the hours mentioned in the schedule. Candidates should present themselves to the supervisor in charge of the examinations not less than fifteen minutes before the time set for the opening of the examination in the first subject in which they are to be examined, in order to exhibit the receipts for their fees and to be assigned seats in the examination room.

3. The necessary answer-books which are to be used by candidates are provided by the Board. Pens, pencils, blotting paper, compasses, and rulers are to be provided by the candidates. Tables of logarithms will be furnished, when needed, by the Board.

4. No books or papers of any kind may be brought into the examination room, and any candidate who is found in possession of any book, paper, or material other than that mentioned above, will be excluded from the examination.

5. Candidates will not be permitted to leave the examination room until they have deposited their answer-books with the proctor in charge of the examination. Candidates leaving the room for any purpose will not be permitted to return until the particular examination in progress has been concluded.

6. Candidates who give or receive assistance during the progress of the examination will be excluded from the room and will not be admitted to any future examination held by the Board. Upon this subject the judgment of the supervisor in charge of the examination will be final and without appeal.

VI. RESULTS OF EXAMINATIONS—1. The answer-books of the candidates will be read by the readers designated by the Board, and the results will be entered upon the certificate to be sent to each candidate after the completion of the examinations. The answer-books will be marked on a scale of 100, in accordance with the plan described in the constitution of the Board.

2. If the candidate intends to enter a college or scientific school in the autumn of 1907, or desires credit for a preliminary examination, his or her certificate should be sent immediately upon its receipt to the authorities of the college or scientific school concerned. Each institution will determine, after inspection of the certificate, for what subjects the candidate shall receive credit,* and whether or not the candidate can be admitted. The Board examines for college, but does not admit to college.

*Every college and scientific school will determine for itself the "passing mark" in each of the subjects that it requires for admission.

VII. PLACES OF EXAMINATION—A list of the places at which the examinations are to be held in June, 1907, will be given in Document No. 32, which will appear about March 1. Requests that the examinations be held at particular points, to receive proper consideration, should be transmitted to the Secretary not later than February 2.

VIII. QUESTION PAPERS—The question papers set at the examinations of each year are published in book form by Ginn & Company. The volumes may be obtained thru any bookseller for sixty cents each. The publishers make an additional charge of five cents a copy for postage.

IX. DUPLICATE CERTIFICATES—A candidate who for any reason desires to obtain a duplicate certificate showing the results of the examinations taken in any one year, will be required to pay one dollar for every such duplicate certificate. Teachers will be supplied with duplicate certificates showing the results of the examinations taken by their pupils, at the rate of one dollar for every five, or fractional part thereof.

Proposed International Languages, with Special Reference to Esperanto.

By JAMES BLAIKIE, M. A.

[Address to the London College of Preceptors. Reprinted from the London *Educational Times*.]

Since the time of Bacon philosophers have foretold that, sooner or later, an artificial language would be introduced which would not only serve for international communication, but would be more regular, more precise, and more easy to learn than any natural language. Descartes, writing in 1629, appears to have contemplated two kinds of such languages. He admitted that a *practical* language might be constructed free from irregularities, the inflexion of nouns and verbs being accomplished by suffixes contained in the dictionary, and that ordinary mortals, *les esprits vulgaires*, might learn to compose in this language in less than six hours. But he also, unfortunately, contemplated a *philosophical* language, in which such an order would be established between all possible human ideas as is naturally established between numbers, which might be learned in five or six days, and by means of which a peasant would better judge the truth of things than the wisest philosophers without it.

In these days of international posts, telegraphs, telephones, and associations it is more than ever desirable that an international language should be introduced—not to supersede national languages, but to form a means of communication between different nations. Since the time of Descartes some two hundred such languages have been proposed. It seems probable that the principle of the survival of the fittest will soon determine which, if any, of these is to be of use to the world.

There is, however, a body which, as the highest international literary and scientific authority, may give a decision on this subject. The International Association of Academies, founded in 1900, at the time of the Paris Exhibition, includes our Royal Society, the French Academy, and all the great academies and national scientific societies of Europe and America. The Delegation for the Adoption of an Auxiliary International Language, consisting of delegates from international congresses and scientific societies, is charged with the duty of reporting to the Association of Academies whether any suitable language now exists or can be constructed. This report should soon be presented (the next meeting of the Association is in 1907). In the meantime, a very valuable book, "L'Histoire de la Langue Universelle," has been published (in 1903) by two officers of the delegation, Drs. Couturat and Leau. It traces fully and clearly the whole history of the subject and examines with care and impartiality the claims of all the available languages. Tho not, of course, pronouncing in favor of any particular candidate, it gives the facts in such a way as to enable an intelligent reader to form a well founded opinion on the subject, and it ends by enunciating what appear to be the necessary conditions for a successful international language—conditions which only one of the claimants satisfies. It is from this book that I have obtained any information I may be able to put before you to-night, and it is to it that I would refer any one who wishes to know more about the subject.

About the time of Descartes a number of universal languages of the philosophical type were proposed; and it is interesting to learn from the "Histoire" that the first four inventors of such languages were natives of Great Britain, the first two being countrymen of my own. Sir Thomas Urquhart, of Cromartie, in 1653, when a prisoner of Cromwell, after the Battle of Worcester, published his "Logopandecteision; or, an Introduction to the Universal Language," in which he describes the wonderful properties of his language, and offers to publish it if the nation would enable him to do so by giving back his forfeited estates. This language had, according to the author's account, some good and some bad qualities. There were only two hundred and fifty prime radicals, from which the other words were branched by "adventitious syllabials"; there were no exceptions. The part of speech to which a word belonged was seen from its structure.

So far, good; but when we learn that the verbs had four voices, seven moods, and eleven tenses, we doubt whether his boast that a boy of ten could learn it in three months would have been fulfilled. In 1660 Sir Thomas died—it is said thru excessive laughter on hearing of the Restoration. His language was never published; but in 1661 George Dalgarno, a native of Aberdeen and a schoolmaster or lecturer at Oxford, published a philosophical language founded on the logical classification of ideas. These two Scotsmen were followed by two Englishmen, the Marquis of Worcester, who invented a steam engine which worked a pump a hundred and fifty years before the time of James Watt; and Bishop Wilkins, of Chester. Bishop Wilkins's system has been described by Prof. Max Müller. After them came the great German philosopher, Leibniz, who considered the systems of Dalgarno and Wilkins not sufficiently philosophical, and proposed a very elaborate project based on the properties of numbers—but never more than a project.

As an example of a philosophical language we may take that published so late as 1852 by the Spanish Abbé Sotos Ochando. In it the letters of which a word are composed indicate the nature of that which the word represents. Thus all inorganic things begin with the initial *A;* the letters *Ab* designate material objects; *Aba* indicates a simple element; *Ababa* stands for oxygen, *ababe* for hydrogen, *ababi* for nitrogen; and so on. To these were added *la, le, li, lo, lu,* according as the word was in the nominative, accusative, dative, genitive, or vocative case. The numerical system was interesting. The initials *si* indicated a number. *Siba*=1, *sibe*=2, *sibi*=3, etc.; *sibra*=6, *sibre*=7, *sibro*=8, etc. For 10, 20, 30, etc., *sica, sice, sici,* etc.; 100, 200, etc., *sida, side,* etc.; and so on. Thus the number 23,574 was called *sijefiducrebo.* This is shorter than our name for the number, but involves a greater strain on the memory. These examples are perhaps sufficient to show how absolutely unsuitable the philosophical languages are for general use.

In marked contrast to the philosophical languages, which take no account of existing languages, are those in which the radicals are taken from existing languages, and which we may call *practical.* The first of these to appear was Volapük, which startled the world in 1880. Volapük had many excellent qualities. Unfortunately, tho its basis was practical, the treatment tended to be philosophical. The radicals were taken from Latin and modern European languages—largely from English, as the language spoken by the greatest number of people; but these radicals were so changed as to be almost unrecognizable.

Thus, in the English word *world* the *w* was changed into *v,* the *r* was omitted (as the Chinese cannot pronounce *r* easily), and the *d* was struck out as unnecessary, leaving *vol.* In *speech* the *s* was struck out, *ee* was changed into *ü,* and ch into *k,* giving *pük.* This, combined with *vola,* the genitive of *vol,* makes *Volapük*—"the world's speech." Similarly, *father* became *fat, name* was spelt *nem.* The French *ciel* became *sül.* Nouns had four cases, the genitive, dative, and accusative being formed by the addition of *a, e, i* to the nominative, the plurals being formed by adding *s* to these terminations. Prepositions governed the nominative. The verb *to be* was *bin,* from the English *been.* The present tense ran thus: *binob,* "I am"; *binol,* "thou art"; *bin-om, -of, -as,* "he, she, it is"; pl. *binobs,* "we are," etc. Thus, *ol kel binol* meant "thou who art"; *obs,* "we," became *obas* in the genitive; *fat obas,* "our father"; *ol,* "thou," became *ola* in the genitive— *nemola,* "thy name." The other tenses—past, perfect, pluperfect, future, conditional—were indicated by prefixed vowels, *ä, e, i, o, u,* and the moods by suffixes—infinitive, *ön;* jussive, *öz;* subjunctive, *la. Pa* was prefixed to indicate the passive voice. Thus, the radical *salud* means "salutation"; *saludom,* "he salutes." The addition of *öz* made it "jussive"—*saludomöz,* "he must salute"; a prefixed *pa* made this passive —*pasaludomöz,* "he must be saluted"; and an inserted *i* gave the idea of continuity—*paisaludomöz,* "he must continue to be saluted." Thus the first part of the Lord's Prayer in Volapük is: "Fat obas, kel binol en süls, paisaludomöz nem ola." I think I need only add that *paisaludomöz* was but one out of 505,440 possible forms of the verb *saludön,* and you will understand why Volapük, tho a great improvement on the philosophical languages, failed to hold its own as an international language.

Nevertheless, it was for a few years very successful. In 1884 a first Congress was held at Friedrichshavn. In 1887 the second Volapük Congress, held at Munich, appointed a Commission, called an "Academy," to simplify the grammar, and the third Congress, held at Paris in 1889, deputed to the Academy the power to call the next Congress. No other Congress has been called. After long consideration the Commission finally threw Volapük overboard, and in 1902 published in its place a new language under the name "Idiom Neutral." Idiom Neutral has many good points, but it seems hardly necessary to discuss them. Long before it appeared the field was possessed by a better international language. I refer to Esperanto, which, altho it made very slow progress at first, has now 377 societies formed for its study in 319 different towns.

Dr. Zamenhof, the creator of Esperanto, is a native of Bielovstok, a town in Russian Poland, where the Jews were recently subjected to savage attacks. As a child he was taught that all men were brothers, but in the streets of Bielovstok he saw Russians, Poles, Germans, and Jews, speaking four different languages, and, instead of treating each other as brothers, always ready to fly at each other's throats. Somehow or other the idea became fixed in the child's mind that, if these people understood each other better, they would quarrel less, and, thinking grown-up people could do what they wished, he often said to himself: "When I am a man I will make them all speak the same language." While a boy at school this idea never left his mind. At one time he thought Latin the language for his purpose, but when he began English, and marked the simplicity of our grammar, he gave up the idea of Latin, while at the same time he gradually came to see that an international language would require to differ from any national language.

At once he began to construct such a language. He at first tried shortening root words in the same way as was done in Volapük. (I should explain that Dr. Zamenhof never saw or heard of Volapük or any other international language until after his own was completed.) He soon found that the shortening of roots made them more difficult to remember, and proceeded on better lines. All the time he was at school, and thruout his medical studies at college, his whole leisure was given to the testing and perfecting of his language. Always before his mind he kept the fact that, unless the language was easy, no one would learn it. Step by step he succeeded in simplifying the grammar, until he reduced it to seventeen short invariable suffixes, the use of which can be easily learned in a few minutes, and which, as foretold by Descartes, are contained in the dictionary.

The number of root words he also very greatly reduced by the systematic construction of derivative

forms. Great care was taken to make the choice of roots as international as possible. As the result the whole language can be put into the form of a short key, sold for one halfpenny, and containing within it all that is necessary to read anything written in Esperanto. This key contains two thousand words—a much smaller number than that required in any of the rival languages. Those who wish to know something of the language cannot do better than procure "The Whole of Esperanto," which is sold for one penny, and contains not only the grammar and dictionary, but a translation of Hans Andersen's "Ugly Duckling" into Esperanto. This and all information regarding Esperanto can be procured from the British Esperanto Association, 13 Arundel Street, Strand.

I believe Esperanto will be found very useful educationally, especially if it is studied as a preliminary to modern languages. The great difficulty in learning modern languages is the fact that learners have to translate foreign idioms by English idioms, and *vice versa*. Now there is no idiom in Esperanto, and the learner requires to use his intelligence in order to find what precise idea the English idiom means to convey, and he must then express this idea according to the meaning. Thus Esperanto teaches scholars to use their intelligence far more than the study of a foreign language does. It also supplies the learner with a number of root words which will be of great service to him in studying foreign languages. It is certainly twenty times as easy to learn as French or German, and after learning it French and German will probably be much easier than they would have been without it.

Many of the radicals are taken from Latin. Thus, we have *homo*, "a human being"; *lingvo*, "a language." It will be noticed that all nouns end in *o*. *Multa*, "many"; *facila*, "easy" (all adjectives end in *a*). *Peti*, "to request"; *krei*, "to create"; *proponi*, "to propose" (infinitives of verbs end in *i*); *sed*, "but"; *de*, "of"; *pro*, "on account of"; *pli*, "more," forming the comparative of adjectives and adverbs—*pli granda*, "greater," etc. *Kaj* ("and") is from Greek. Many French forms occur. Such are *la*, "the" (indeclinable): *tre*, "very"; *tro*, "too much"; *ankaŭ*, "also" (from *encore*); *nombro*, "number"; *mondo*, "world"; *devi*, "to have as a *duty*"—*mi devas*, "I ought." Italian gives us *al*, "to"; *sinjoro*, "a gentleman"; *kara sinjoro*, "dear sir." Many words are the same as their English equivalents—*helpo*, "help"; *helpa*, "helpful"; *helpi*, "to help"; *lerni*, "to learn"; *afero*, "an affair"; *peni*, "to take pains"; *oni*, "one"; as in the phrase *oni penas*, "one tries"; *nacio*, "a nation"; *internacia*, "international." The pronouns are formed from Latin simplified and regularized—*mi*, "I"; *vi*, "you"; *ni*, "we."

As already said, the simplicity of the grammar is wonderful. On one or two points, however, it is less simple than English, the object being to avoid possible ambiguity. Thus adjectives agree with nouns in forming the plural by the addition of *j*, sounded like *y*, and in forming the accusative case by the addition of *n*. *Karaj sinjoroj*, "dear sirs"; *multaj homoj*, "many persons"; *Mi petas vin*, "I beg you"; *lernu la facilan lingvon*, "learn the easy language." The imperative of verbs ends in *u;* the three principal tenses of verbs are formed by the suffixes *-as*, present; *-is*, past; *-os*, future. Thus: *homoj penas*, "men try"; *ni penis*, "we tried"; *ili penos*, "they will try"; *estas*, "is" or "are"; *estis*, "was"; or "were"; *estos*, "will be." Similarly, the participles, when used as adjectives, end in *-anta*, *-inta*, *-onta* in the active voice according as they are present, past, or future; in *-ata*, *-ita*, *-ota* in the passive. Examples: *lernanta*, "learning"; *proponinta*, "having proposed"; *helponta*, "about to help"; *amata*, "beloved"; *proponita*, "proposed" (in past time); *helpota*, "about to be helped."

The participles may also form nouns or adverbs, by changing the adjectival termination *a* into *o* or *e*. Thus the radical *esper-*, "hope," gives *esperanto*, "one who hopes," the *nom de plume* under which Dr. Zamenhof published his first pamphlet. *Lernanto* means "a learner"; *lernante*, "by learning."

One or two examples will show how derivatives are formed. The suffix *-in* indicates the female sex. Thus: *rego*, "a kin"; *regino*, "a queen" (Latin, *regina*); *sinjoro*, *sinjorino*; *patro*, *patrino*. The suffix *-ar* indicates a collection, as *libro*, "a book"; *libraro*, "a library"; *homo* gives *homaro*, "humanity," "the human race." Opposites are indicated by the prefix *mal—malfacila*, "difficult"; *malhelpi*, "to hinder."

As my hearers now know a good deal of Esperanto, I shall finish my lecture in that language.

Sinjorinoj kaj sinjoroj, multaj homoj penis krei universan internacian lingvon, sed la pli granda nombro de la proponitaj lingvoj estis tro malfacilaj. La Esperanto de Doktoro Zamenhof estas tre facila kaj estos tre utilia al la nacioj de la mondo. Oni devas helpi la aferon, lernante la lingvon. Pro la bono de la homaro kaj ankaŭ pro via plezuro, mi petas vin, helpu la aferon, ne malhelpu. Lernu la facilan lingvon Esperanto.

Discussion.

Mr. H. W. Eve, the chairman, speaking in Esperanto, moved a vote of thanks to the lecturer, explaining that he had no previous knowledge of Esperanto.

A discussion followed as to whether Esperanto could be taught in schools. In reply, Miss Lawrence stated that Esperanto was now being successfully taught in 1,100 French colleges; while Mr. Bullen and others pointed out that Esperanto formed a translation medium whereby the literary treasures of each country were made available to all the others, and that there already existed in Esperanto translations from Homer, Virgil, Shakespeare, Molière, and many other authors, some of whom we in England would never have heard of without Esperanto.

In answer to a question as to whether the Esperanto vocabulary was fianally fixed, Mr. Millidge explained that such international words as are constantly being added to other languages were also added to Esperanto.

An opinion having been expressed that Esperanto was only easily learned by those who already knew several foreign languages, Mr. Butler told how he, knowing no language but English, and busily occupied, had in nine months learned enough of Esperanto thoroly to enjoy the Geneva Congress, where he conversed freely in Esperanto with people of eighteen different nationalities, none of whom knew English.

In reply to the objection that Esperanto was only suited to Europeans, Miss Lawrence told of its astonishing progress in the University of Tokio, and showed a Japanese-Esperanto newspaper; while one gentleman said he was teaching Esperanto to a Chinaman, who found it so easy that he declared that Dr. Zamenhof must have taken the grammar from Chinese.

Teaching is the greatest work there is on God's earth. If you believe that with all your heart your community will soon believe it, too.

Application of Health Education Principles. II.

By ELLEN H. RICHARDS, Laboratory of Sanitary Chemistry, Massachusetts Institute of Technology.

[Continued from last week.]

The great lesson which the theory of organic evolution has shown us during the last fifty years is that man's physical nature is not stationary, is not beyond his own control, but that there are possibilities of improvement almost unlimited. But at the same time it has taught us that the improvement must come from within in obedience to laws, not in rebellion, and that it means *individual effort and personal restraint* as well as good laws.

The next great obstacle, after this theory of man's immunity from nature's laws, is the lack of *faith* on the part of the masses that any remedy has been found, and the lack of confidence in a leader. This, coupled with a natural laziness (men will not climb the slope for the sake of safety), leads most people to ignore the lessons offered them, leads them to go on in the easiest way, to eat what tastes good at the time, to drink from the nearest tap—in fact, to say let us eat, drink, and be merry, for to-morrow we die.

How much *do* we know? Enough to save thousands of lives. Man has, of course, individuality, and there is always work for the skilled physician, but along the lines considered by this Congress (work with the social group, with mankind *en masse* and especially with children) the broad principles may well be formulated, even if the reasons are not all understood. It is not necessary that the *final* reasons *should be* understood.

There is coming into the councils of the great nations a conviction, largely brought about by the success of the Japanese hygiene corps, that the efficiency of an army can be quadrupled. After far more men have been lost by disease than by bullets, the soldier is to be trained in the best methods of keeping himself in good physical condition. When will our civic organizations be convinced that the efficiency of the ordinary worker, be he laborer, student, or writer, may be *quadrupled* by attention to principles such as have been set forth in the previous papers.

The American Association for the Advancement of Science has taken the matter up and is formulating plans toward a national movement.

The Lake Placid Conference has asked the President and Congress to have issued, under national authority, leaflets dealing with some of the obvious means of lessening disease.

The strength of a chain is determined by the strength of its *weakest* link. The welfare of the social organism is conditioned by the well-being of its *predominant* class. In no other respect is the welfare of the whole more dependent on that of its parts than in a practical knowledge of health conditions. Social education may and should take cognizance of established rules of conduct which powerfully affect the combined welfare. Such rules as the following depend upon well-established scientific facts and not on any single school of medicine or ethics. Fresh moist mucous is a potent germ carrier, therefore do not spit or cough into the free air and thus infect your neighbor. Teach all children to keep fingers away from nose and mouth. The following out of these rules alone would lessen the death-rate by many thousands and the sick list by tens of thousands.

Medical inspection of the schools has revealed not only ignorance but *indifference* on the part of parents which shows the scepticism as to the personal power over health conditions.

As I said earlier, man is a lazy animal. He will not take the trouble to walk across a shop to get safe water when there is a tap near by from which he has been forbidden to drink. He does not believe that it will hurt him. Because of this unbelief, cities are obliged to purify and render safe to drink one hundred and fifty gallons of water for each person a day, when five gallons only are used for drinking and cooking. What a commentary on our boasted intelligence and education!

It is a well-established fact that oysters fattened in sewage-polluted waters collect disease germs. Yet the hotels and restaurants continue to carry them on their bills of fare with no guarantee of their safety, because people continue to call for them.

In regions of unsafe water we are at the mercy of waiters and cooks who may fill carafes and kettles from the most convenient supply. Not merely are they ignorant, but they are careless and lazy because they do not *have a firm conviction that there is a safe road to follow.*

Since work with the children brings the greatest return, both because they are easily influenced and impressed, and because they are hostages for tde future, it is to their education that we should bend our energies. Such work as that done in the Louisa Alcott Club and Hawthorne Club will tell for the future citizen and his welfare.

Trained teachers and trained nurses in the schools and trained inspectors and visiting nurses in the homes would, in five yars, revolutionize public opinion and lay the foundation for a more prosperous and happy community.

The *trained woman inspector* who can teach the ignorant and helpless mother how to make her home safer, how to buy and prepare safe food as well as how to get rid of the garbage and keep her sidewalk and back alley clean, *must come.* The social conscience must be awakened to give the stranger within our gates a fair chance.

Our foreign quarters are dirty and disease-breeding, not altogether or chiefly because the immigrant likes to live in dirt, but because he does not know how to get rid of it. This has been proved by several investigators. When the foul dirt from the "slums" gets into our houses, we are sometimes paid for our unneighborlike attitude by sporadic cases of scarlet fever, diphtheria, etc.

It is our duty to put within reach of these people information and apparatus.

The leaflets of the Health Education League are intended to help to meet this need.

It is cruel for us to awaken the desire for clean living and to deny the facilities for carrying out the directions. Civic pride and civic responsibility must be invoked to make possible the practical application of the principles of healthful physical life set forth so clearly in the papers of the morning.

Before this is fully accomplished, there must be more *faith in applied science.* The colleges and universities must remove the ban from efforts toward social betterment, must revise the definition of "humanities" to include man's physical nature thru which his intellectual and moral ideas are expressed.

One object of child study is to help us find effective, economic, and humane ways of teaching the young.

If you feel too tired for work or pleasure, take Hood's Sarsaparilla—it cures that tired feeling.

The Educational Outlook.

The Bureau of Insular Affairs at Washington, D. C., has reported that 120 teachers are needed for the Philippines. The teachers will be selected from those passing the civil service examinations. The salaries of fifty of the positions to be filled are $1,200, and for the other positions slightly less. From the same source comes the statement that the Filipinos are very appreciative of the educational opportunities which the Government has afforded them, and are taxing the capacity of the school buildings by their large attendance.

The recommendation by President G. Stanley Hall, of Clark University, at the recent Truancy Conference in Chicago, of a liberal use of corporal punishment as an effective remedy for the evil under discussion, caused considerable surprise, and was energetically opposed by Miss Jane Addams and Superintendent Cooley, of Chicago.

Col. Sheldon Potter recently addressed the students of the Evening High School of Philadelphia on "Franchises—Their Abuse and Exercise." Colonel Potter remarked upon the manner in which franchises are frequently granted, and urged upon his audience the necessity of safeguarding these public rights by a clear understanding and constant watchfulness on the part of the citizens.

The faculty of the Carnegie Technical Institute of Pittsburg has decreed that the students shall sing. For this purpose they are to assemble in the big auditorium every Wednesday morning and receive musical drill from William McDonald Dorrington, who was formerly the baritone of the famous Bostonians.

The trustees of the Pennsylvania College for Women have petitioned the courts for permission to change the charter of the institution in a manner to free it from its strictly sectarian limitations, and also to increase the number of trustees from fifteen to twenty-one. It is the intention of the trustees to broaden the courses offered, to include science and music, and to raise the educational standard to a parity with that maintained in the best institutions of a similar character.

Rear Admiral Sigsbee has consented to be present at the dedication of the new school building in Grand Rapids, Mich., which is to bear his name. A public reception will be tendered him. January 16 has been chosen by the Board of Education as the date for the ceremony.

Dr. E. Hershy Sneath, professor of the Theory and Practice of Education and head of the department of pedagogy in Yale University, has resigned his position in the faculty of that institution. Professor Sneath's resignation is due to ill-health.

The Parents' Association of the Warren and Wickliffe Street Schools of Newark are seeking to influence the Board of Education to replace the Wickliffe Street annex with a modern structure. The present building dates from 1842 and is in a delapidated condition, entirely unfit for use as a school.

At a meeting of the Hoboken, N. J., Teachers' Mutual Aid Association, Joseph F. Brandt, of Public School No. 8, was elected president, to succeed the late Cornelius J. Brower, formerly principal of Public School No. 2.

The annual report of Superintendent Banta, of the schools of Binghamton, N. Y., shows that the per capita cost of pupils in the schools of that city is less than in most of the cities of the State. The exceptions are Cortland, Fulton, Gloversville, Hudson, Oswego, and Watertown. In the case of Cortland, there is a State Normal School located in the city, which educates 500 of the local pupils at the State's expense. The per capita cost in Binghamton is $24.89.

Wilmington Salaries.

The Board of Education of Wilmington, Del., has cordially met the teachers of that city in an effort to secure higher salaries. At a recent meeting of the Board, Ellen Saworth, Sallie Reed Shaw, Elizabeth D. Hoopes, Florence Ramo, and Nellie L. Sawin, a committee representing the Teachers' Mutual Beneficial Association, requested the aid of that body in their effort to secure higher salaries. Miss Samworth, chairman of the committee, and Miss Shaw, president of the Association, both made short addresses in which they pointed out the inadequacy of the present schedule, and called attention to the fact that the Wilmington salaries are considerably lower than those generally paid to teachers in cities of that size.

After Messrs. Baynard, Sullivan, Tadman, O'Donnell, and Buckmaster had spoken in favor of co-operation with the Association, upon the motion of Dr. Buckmaster the matter was referred to the legislative committee, with instructions that the committe should act in conjunction with a committee from the Association.

Dr. T. O. Cooper, chairman of the committee on teachers, promised, as a member of the next legislature, to do anything in his power to aid in securing fairer compensation.

President Shortlidge said that he believed that it was the unanimous feeling of the members of the Board that the present salaries were too low.

Seth Low's Views.

Dr. Seth Low, ex-mayor of New York and former president of Columbia University, was recently a guest of the city of Birmingham, Ala. While there he addressed the pupils of the high school, urging upon them the importance of seizing every opportunity for technical training.

"I am a great believer in technical training, and am of the opinion that this class of education should be encouraged in all the schools, not only of the South, but all sections," he said. "The South is naturally ambitious to excel in industrial development, and I see no better way to attain this creditable ambition than thru technical training.

"The State Agricultural Schools all over the country have been of very great value in elevating the standard of agriculture and they will result in still greater advancement in the trade of farming. The great success of American manufacturing is mainly due to thoroness in technical education, and the South should turn its attention to this matter as much as possible."

The Lot of Teachers.

Commissioner of Education Draper has just handed down a decision in the case of Miss Mabel Griffin, of the town of Shawangunk, Ulster County, New York, whom itwas sought to oust from her job after contracting to teach a term of school.

The contract was made with John Meredith, of District N.o 6, in Ulster County, on the 25th of July, and his term of office as trustee expired on the 7th of August, another man, John Eignor, being elected in his place. He repudiated the Meredith contract, and when Miss Griffin appeared at the school-house prepared to go on with her work, she was restrained from doing so. The contention made by Mr. Eignor was that Mr. Meredith did not make the contract until his term as trustee had expired, but it has been conclusively proven that he made the contract on the 25th day of July, his term expiring when Mr. Eignor was elected his successor, the 7th of August.

The judgment of the Commissioner is that Miss Griffin must be installed as teacher and paid $133 due her as salary from the 10th of last September.

An Englishman's Impressions.

Sir Howard Vincent, aide-de-camp to King Edward, when in this country recently, was greatly impressed with the patriotic spirit of our public schools. Since his return to England he has expressed his approbation of this characteristic of American schools in a letter to the London *Times*.

Patriotism is systematically taught in the American elementary schools, he says. By federal law the national flag must during school hours float over, or in front of, every school-house receiving any public grant. Like provision has been made by the French Republic as regards the Tri-color. In the British Empire the provincial government of Manitoba leads the way.

But in the United States the teaching of patriotism by ear, as well as by eye, is looked upon as a first and foremost duty. Every morning at nine o'clock, fifteen or twenty minutes are given up to it in each elementary school in the forty-five States. It opens the day. It takes precedence of every other subject.

School No. 165 in the City of New York is a typical instance. Among its scholars, ranging in age from five to fifteen, some twenty-two nationalities are represented, and as many religious creeds and sects. But all must be present at, and take part in the lesson in patriotism. No boy or girl would miss so bright an opening.

Can British school managers not adopt a like course with advantage?

It insures punctuality. It promotes tidiness and order. It makes men and women—proud of themselves, proud of their country.

High School Rules.

The Board of Control of Allentown, Pa. has adopted the following rules for the government of the high school:

1. A pupil, to become entitled to a diploma, should take the subjects offered in the course selected. Substitutions may, however, be made with the knowledge and consent of the parent and principal.

2. Upon passing sixteen full subjects, or their equivalents, a pupil shall receive a diploma, provided the Board is satisfied with the conduct of the pupil.

3. A recitation four or more times per week, in any study, for a full year, shall count as one subject, or unit. A recitation twice each week, for a full year, or four times each week for half a year, shall count as a half subject, or half unit.

4. Passing grade in all subjects shall be 75 per cent., except in the third and fourth year subjects of the commercial course, where the requirements shall be as at present in the rules of the Board.

5. There shall be two examinations each year, one in January, and another in June. The examinations shall count

one-fourth of the term grade. Pupils whose term grade, including the mid-year examination, is 90 per cent., will be exempted from the final examination.

6. Conditions will be allowed when the marking in branches is 60 per cent., but before new subjects can be taken up the conditions must be worked off.

No pupil will be allowed to continue a subject which he shows either no inclination or no capacity to master.

The time of graduation shall not be limited by years, but by the ability of the pupil to complete the work in the course selected, whether it be two years or five.

7. Pupils who have completed three subjects will be classed as second year pupils; those who have completed six subjects as third year pupils, and those who have completed eleven subjects as fourth year pupils.

8. The principal may promote conditionally when the faculty and himself deem it advisable.

9. The principal may give certificates for pupils to enter college, but in such cases, he shall fix the markings required.

10. The number of pupils required to form a division in an elective study shall be left to the principal, subject to the approval of the Board.

11. Athletics will be permitted under the supervision, approval, and control of the faculty and principal, but no pupil will be allowed to take part in them who is behind in his studies.

12. It is of the highest importance that pupils have regular study hours at home, free from interruptions. Without these regular study hours, failure is practically certain. The attention of parents, and students about to enter school, is called particularly to this matter. Pupils of average ability can devote two or three hours to home study very advantageously. In no case should the study at home interfere with proper rest and recreation.

Lincoln Institute.

THE SCHOOL JOURNAL has several times referred to the splendid work done for the industrial training at Lincoln Institute. Missouri's State Normal and College for its negro citizens. Every encouragement is given the student to follow some industry, in fact, every student is required to complete several branches of industrial work during the course. As an aid to increasing zeal and enthusiasm along industrial lines, President Allen discusses in his morning talks to the assembled student body each day some particular industry or phase of industrial work. The aim is aroused in the students to desire to become efficient producers.

Clark Memorial Meeting.

The memorial exercises held in honor of Oliver D. Clark, late principal of the Curtis High School, were presided over by Mrs. Lucy T. Lewis, of the Girls' High School. Dr. William L. Felter, principal of the Girls' High School, opened the meeting with a selection from the Scriptures, the response being sung by a choir from the Boys' High School, led by William Howell Edwards. Supt. Darwin L. Bardwell spoke on Mr. Clark's work "As a Principal"; Albert C. Hale, of the Boys' High School, described his work "As a Teacher"; Wesley Steel, one of Mr. Clark's "old boys," spoke of him "From the Student's Standpoint"; Prin. Ruth E. Granger told of Mr. Clark's work in "Championing the Cause of the Teachers of the City During the Agitation for Their Financial Betterment"; the Rev. Robert H. Carson testified to Mr. Clark's worth "As a Citizen and Neighbor"; Supt. Charles W. Lyon presented a memorial ode.

The meeting was in charge of a general committee from the Brooklyn Teachers Association and New York High School Principals' Association.

Normal Schools in Maine.

The newspapers of Maine, with a view to forestalling any future request for the establishment of new normal schools thruout the State, are calling the attention of the citizens to the economy and greater efficiency which might be obtained by centralization, rather than further diffusion of the funds available for the training of teachers. At present there are four normal schools in Maine, in addition to the Normal Training School at Fort Kent and the Normal Department of the University of Maine.

The Bangor *News* has been at considerable pains to show that the choice of a school by prospective students is not determined generally by the convenience of its locality, and argues very forcefully for a Normal College that will give the needed centralization and unity to the work.

Pittsburg Board of Control.

Samuel C. Jamison, of the Central Board of Education, of Pittsburg, does not agree with Mr. Gillespie's plan for a board of control composed of salaried officers appointed by the courts, and announces his intention to introduce in the next Legislature a bill embodying his ideas.

"I do not agree with President Gillespie," said he, "that the members of the board of control should be appointed by the courts. A committee of from nine to fifteen men should be placed in control of the school system of the city and they should be elected at large. Every man should have an opportunity to assist in the selection of the members. I am in doubt as to whether President Gillespie's plan of putting the officers on a salary is wise. I would not eliminate the local boards but would give them supervision over the buildings of their district, with power to make recommendations concerning improvements. All authority to elect teachers or to collect or expend money would be taken from them."

Against Federation.

At the annual banquet of the Merchants' Club of Chicago, some of the speakers denounced the intolerable conditions in the school affairs of that city. Among those who expressed themselves strongly upon the subject were Dr. Nicholas Murray Butler, president of Columbia University; James J. Storrow, president of the Board of Education of Boston; Edward E. Eliot, former president of the St. Louis Board of Education, and Theodore W. Robinson, chairman of the school committee of the Merchants' Club.

One of the principal points of attack was Miss Healy's Teachers' Federation Concerning it Mr. Robinson said:

"Our trouble is that to-day our schools are permeated with strife and discord. Our school trustees are fighting among themselves. The Federation of Teachers is fighting some of the trustees. The superintendent of schools is fighting with part of the trustees and with the Federation of Teachers to maintain his authority. The teachers belonging to the Federation are fighting those that do not belong to the Federation. Our children are resisting the carrying out of school orders by securing injunctions at the hands of the courts. What kind of future citizens can we expect from such damnable anarchy and demoralization? The time has come to call 'Halt!'"

"The Teachers' Federation," Mr. Robinson continued, "is a secret organization of Chicago public school teachers. It is conducted by agents, and is reported to have its representatives at all schools and Board meetings. It is affiliated with the Federation of Labor, whereby the teachers who belong to the Teachers' Federation have become identified with a union. We take no issue with the combination of men in unions, or the combination of men in corporations, providing such combinations are legally made and legally conducted. Neither have we anything but commendation for teachers' organizations, providing they are democratic in their scope and American in their character.

"The committee does, however, most seriously question the benefit to the teachers or the benefit to the public of any combination of teachers that is secret in character and is openly affiliated with a labor organization.

"That any secret organization of our teachers does exist, and that it has such an intimate connection with our school affairs, is an indictment against the square dealing of this community. We recognize that there is no more intelligent or public spirited body of men and women than our school teachers, and we believe that a large majority are at heart deeply opposed to any attempt to inject questions of religion, politics, or unionism in the services for which they stand.

"There is no one in this room but would rise in righteous and justified wrath should our schools fall into the hands of autocratic wealth, and there is no good citizen of Chicago but should condemn and work against our schools falling into the hands of autocratic unionism."

Philadelphia Board of Education.

The Board of Education of Philadelphia, at a recent meeting, adopted plans for converting the J. Q. Adams School, on Darien Street, into a school for backward children. It will be opened for this purpose after the first of the year.

The Board also passed resolutions requiring applicants for positions in the schools, after January 1, 1907, to subscribe to the provisions of the plan for the establishment of the Teachers' Retirement Fund.

The offer of a scholarship from Bucknell University was formally accepted; and the following scholarships awarded: George W. Phillips, Central High School, to the University of Pennsylvaina; Hazel M. Craig, Girls' High School, to Bucknell College; George Sanborne, Central High School, to Princeton University, and Marion R. Matthews to the School of Design for Women.

Class-room Humor.

A teacher in an East Side school was giving a lesson in nature study a few days ago. She told her pupils that English sparrows were brought to this country to destroy worms which had done so much damage to trees and growing plants. She explained that while it seemed cruel for the sparrows to eat the worms, yet it was a necessity in order to preserve the trees and flowers. Wishing to test the scholars' knowledge of the subject, she asked:

"Now, which would you rather have, the worms or the sparrows?"

Silence reigned for a moment and then one of the little ones answered:

"Please, teacher, I have never had the sparrows." — *Evening Telegram*, New York.

In and About New York City.

The teachers of New York have been greatly disappointed by the announcement that they would not receive their December salaries until January. Ordinarily, under the by-laws of the Board of Education, the pay rolls must be handed in by the twentieth of the month. In December, however, the accounts of the year must be cleared up, and hence they cannot be made out until the last school day of the month. The decision of the Board that the schools should remain open on the 24th made it four days later than usual.

The Association of Women Principals of New York City has appointed a committee on children's welfare composed of Miss Katherine D. Clarke, chairman, Miss Margaret Knox, Miss Ellen C. Phillips, Miss Mary F. Maguire, and Miss Isabella Sullivan. One of the first plans which the committee has in mind is to start an agitation for a new member in the President's cabinet—a Secretary of Education. The principals argue that we have cabinet members whose business it is to look after the nation's interests in the matter of crops, stock, and the like, and that the education of our children is certainly of far greater importance to the nation.

Mr. Frank Damrosch, director of the New York Oratorio Society, in connection with the recent production of "The Children's Crusade," has written to Superintendent Maxwell congratulating him upon the part taken by the public school children of New York. Two hundred children from the public schools assisted at the performance.

The following is an extract from a syllabus for use in the classes organized by the New York Board of Education for non-English speaking children. It states that the aim of these classes is "to fit these pupils as quickly as possible to enter a regularly graded class suitable to their age and mental development. This can be done only by giving them such knowledge of English as will enable them (1) to understand the spoken and written expression of thought, and (2) to express their own thought in speech or writing."

Fire broke out a few days ago in East Eighty-eighth Street and gained considerable headway before the fire department arrived. The next building is Public School No. 30, in which there were over 2,500 pupils, the boys under the principalship of Mr. Hess, and the girls under Miss Bradley. The principals were told of the proximity of the fire, but determined not to dismiss the school until the usual noon recess, which was still fifteen minutes off. The pupils soon learned of the fire from the clouds of smoke which poured from the windows next door, and the clatter of the fire apparatus in the street below, but not a child left his seat. Promptly at noon, at the regular recess signal, the children quietly and in perfect order filed from the building.

In order to give greater efficiency to the work, and offer further opportunity for influencing the incorrigible children in Public School No. 120, situated on Broome Street, the New York Board of Education has decided to extend the school hours to include an evening session, for the winter months. The Board of Superintendents has been authorized to assign not more than three qualified substitute teachers for the evening sessions, at $3 per night.

As Regards Scarcity of Teachers.

In reply to an inquiry of Commissioner De Laney at a recent meeting of the New York Board of Education, City Superintendent Maxwell mentioned the following facts as in part accounting for the present number of vacancies (about 500) in the teaching force of the public schools:

The extension of the course at the Normal College from six to seven years had left the class graduated last June, the interim class, with but 140 members as compared with the 400 or 500 ordinarily graduated. Besides this reduction in the available supply of teachers, there was an increase in the demand, due to the reduction in the number of children allotted to each elementary class, from forty-five to forty-three. The force of this statement will be realized when it is remembered that there are 12,000 classes. As both the State Normal School and the training schools of the city graduate classes in January, all vacancies can probably be filled.

Five Million Dollars Appropriated.

Auditor Cook, of the New York Board of Education, at the request of Controller Metz, has prepared a statement of the amount spent by New York City since 1898 in acquisition of school sites, erection of buildings, and the like, as $61,857,000. Of this sum $51,000,000 has already been paid, and $10,000,000 is involved in the building operations now being conducted by the Board.

The proceeds from corporate stock issued for school purposes since 1898 total $67,065,914.82. The difference between this sum and the $61,857,000 mentioned above is accounted for by the amounts devoted to sites now in process of acquirement, fitting up athletic fields, permanent improvements and like purposes.

The Board had asked for an appropriation of $5,000,000, and for this reason Controller Metz wished a complete accounting of funds realized upon the corporate stock, to submit to the Board of Estimate. The statement proving satisfactory, the Board of Estimate has approved the appropriations.

Dedication of DeWitt Clinton High School.

One of the most noteworthy ceremonies in the present educational life of New York City was the dedication, on December 18, of the new building of the De Witt Clinton High School. The exercises were brief and appropriate, and impressed upon a large audience, composed of city and school officials, alumni and students of the school, the importance of this branch of New York's educational work and the earnestness with which the Board of Education and the city government are seeking to fulfill their trust.

Prin. John T. Buchanan presided.

Dr. Nicholas Murray Butler made an address of dedication. Dr. Butler spoke of the period spent in high school as one of the most critical in the educational life. He told the audience that the first name to be entered upon the matriculation books of Columbia College at the close of the Revolution was that of the man whose name the school now bears, and he paid a glowing tribute to De Witt Clinton in his many-sided service to city and State.

Chairman Adams, of the Committee on Buildings, handed the keys of the school to President Winthrop, of the Board of Education, who in turn delivered them to Randolph Guggenheimer, chairman of the Committee on High Schools. Mr. Guggenheimer, after receiving the keys, made a short address.

Controller Metz, as the city's representative, expressed his pleasure at the artistic excellence of the new building, and said false economy in such matters should be carefully avoided.

During the exercises the Students' Choral Club and Orchestra, under the direction of J. Remington Fairlamb, rendered selections from Gounod, Beethoven, and Wagner.

The building, which is now in full running order, is one of the most finely equipped in the country. It is renaissance Flemish in style, built H-shape, to secure the maximum of light and ventilation. In addition to its 105 recitation rooms, there is an auditorium with a capacity of 2,000, a lunch room seating 800, two gymnasiums, a library, reception room, music room, two lecture rooms, ten biological laboratories, two chemical and two physical laboratories. The student activities include the Biological Field Club, the Debating Society, two literary societies, a dramatic society, a choral club, a chess club, the *Magpie*, a monthly, and the *Clintonian*, a yearly publication, also an athletic association supporting teams for track, hockey, tennis, soccer, football, and basket ball.

Association for Improving Condition of the Poor.

The sixty-fourth annual report of the New York Association for Improving the Condition of the Poor contains a great deal of material of interest and value. Almost from its foundation the Association has been effective in securing advantages for the city's children. Among these may be numbered the following: The New York Juvenile Asylum, proposed by the Association in 1851; the passage of a State law in 1853, providing for the care of idle and truant children; it included the condition of school children in its social, moral, and statistical census of 1856; in 1860 it started popular lectures on hygiene and sanitation, and, with the Children's Aid Society, secured two truant officers, pointing out two years later that these officers were not reaching thousands of unenrolled children; in 1894 it started the vacation schools, maintaining ten in 1897; in 1905 it urged need for records and accounts in the New York public schools that would show where money and sittings were most needed; in 1906 it led in the agitation that resulted in a school census.

Teachers can obtain copies by addressing the president, R. Fulton Cutting.

Learning the value of antikamnia tablets in nervous disorders, I tried them where there was pain and nausea. For the uneasiness which was almost continuously present, they proved a sterling remedy. In cases of painful dyspepsia, I always include this remedy in my treatment. H. G. Reemsnyder, M. D., in *Notes on New Pharmacal Products.*

Liver and Kidneys

It is highly important that these organs should properly perform their functions.

When they don't, what lameness of the side and back, what yellowness of the skin, what constipation, bad taste in the mouth, sick headache, pimples and blotches, and loss of courage, tell the story.

The great alterative and tonic

Hood's Sarsaparilla

Gives these organs vigor and tone for the proper performance of their functions, and cures all their ordinary ailments. Take it.

Brooklyn Teachers Association.

Chairman Ella Kelly, of the membership committee of the Brooklyn Teachers Association, has reported a remarkable increase in the number of teachers enrolled in the Association. There are 320 more than last year, and the registration thus far amounts to 421, as compared with 430, the total of last year's registration. The Association has at present 4,292 members, of which but 180 are associate.

At a recent meeting of the Association it was decided, instead of holding memorial exercises in honor of the late Oliver D. Clark, to unite with the committee of principals and friends of Mr Clark in the services to be held on December 14 in the Brooklyn Boys' High School. It is probable, however, that the committee will erect a tablet to his memory.

Mr. Curtis, a former president of the Association, was for a number of years connected with the Boys' High School of Brooklyn before he became principal of the Curtis High School.

New York Parents' Meeting.

A parents' meeting in Public School No. 39, the Bronx, recently taxed to its fullest capacity the assembly hall of the school.

In addition to addresses by Commissioners Wilsey and Higgins, Superintendent Davis and Miss Lichtenstein, principal of the school, spoke on the general topic, "The Relation of the School and the Home." There were musical numbers rendered by outside artists, and by the glee clubs of classes 6A and 6B.

The parents, who numbered over 400, inspected the school building and were much pleased with the exhibitions of pupils' work. It was encouraging to notice the large proportion of men among the visitors.

Here and There.

W. A. Bell died recently at his home in Indianapolis. Mr. Bell's work in the educational field has been well known in Indiana and thruout the middle West for the past forty years. In the early part of his professional career he was a teacher in the schools of Richmond, Ind., and then superintendent of the schools of that city. In his later years he was editor of the Indiana *School Journal*, and work in connection with this periodical made him a prominent figure in all educational movements in that section of the country.

The program of the American Physical Education Association, which met at Springfield, Mass., on December 26, 27, and 28, under the presidency of Dr. Luther H. Gulick, director of physical training in the New York dublic schools, included the following speakers: Dr. J. I. Cronin, of the Department of Health; Lee G. Hammer; Dr. George L. Meylan, of Columbia University; and Dr. George J. Fisher, of the International Committee of the Y. M. C. A. The list of subjects for addresess included: "Exercise Must be Interesting," "The Relation of Boards of Health to Boards of Education," "Essentials and Unessentials in Physical Examination of School Children," "Certification as to Physical Efficiency," and "Examinations of Girls in Public High Schools."

The publishers of Helen Nicolay's "The Boys' Life of Abraham Lincoln" report a gratifyingly brisk demand for this work, to meet which the book has again been put to press. That the narrative is based upon the standard life of Lincoln, written by Nicolay and Hay, gives it authoritative value; and Miss Nicolay's close association with the stores of Lincoln material in her father's possession, adds to the narrative a personal touch attractive to young readers.

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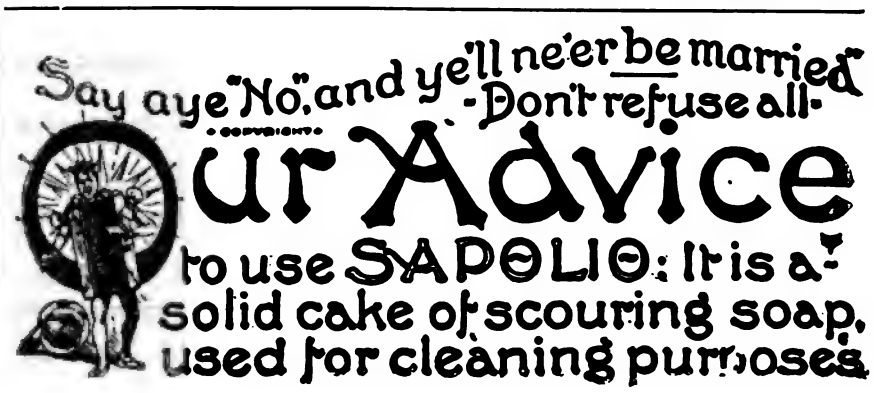

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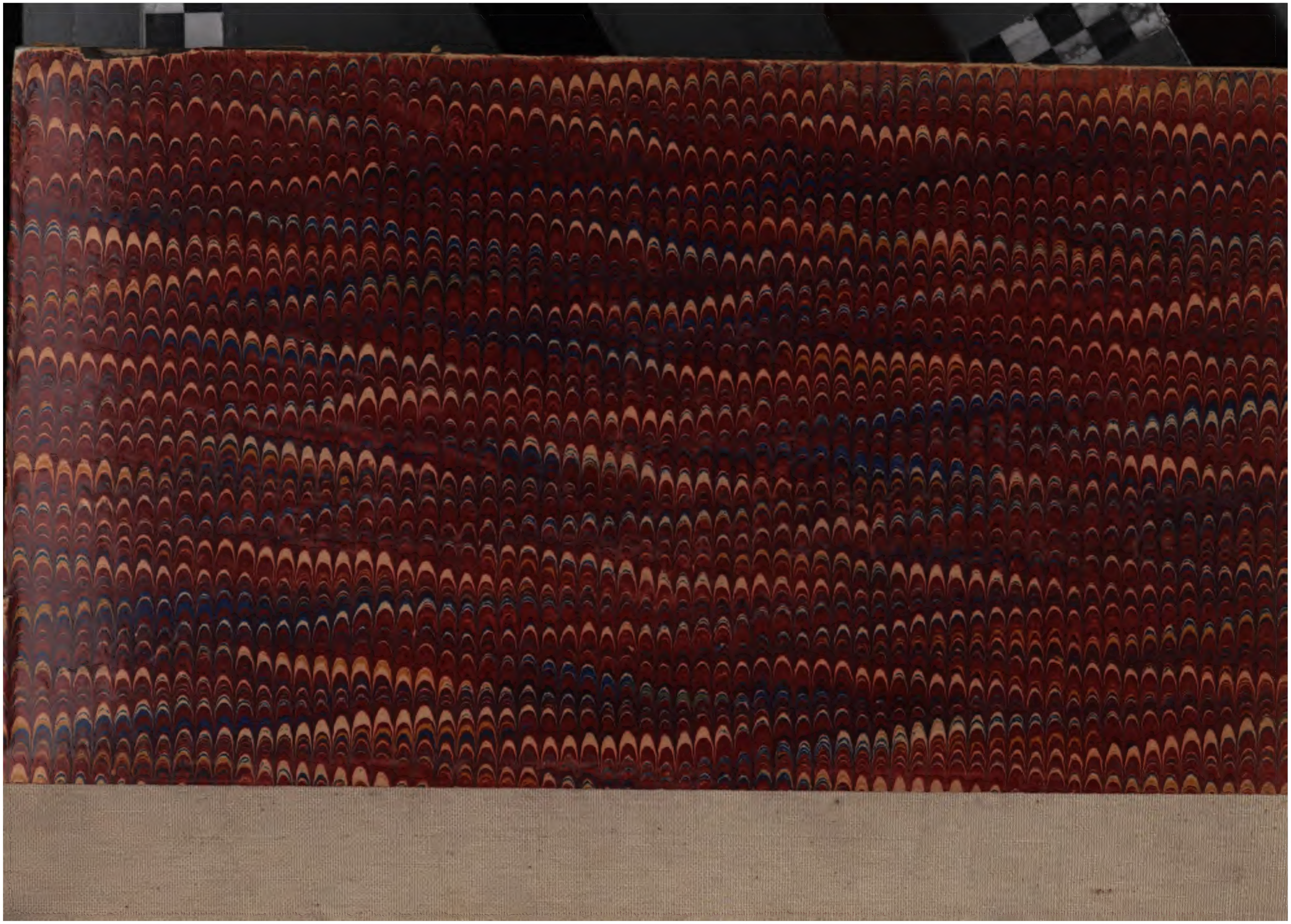
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